



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

School of Kinesiology

2014 EXTERNAL REVIEW

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Executive Summary, Director

Culture of the UBC School of Kinesiology

The School of Kinesiology prides itself with being nimble and responsive within the UBC context, and with supporting and contributing to the University's priorities. The School is focused on fulfilling its mission globally as well as locally, and strives to be world renown in research and to exemplify the highest standards in teaching and student and community engagement. The School's culture is positive and supportive and focused on innovation. Faculty, staff and students are invited to help make UBC Kinesiology the best place to work and study in North America. The School is highly intentional in its planning, and holds half-day retreats twice a year in December and June to review its directions and to plan, in addition to meeting monthly during the academic year to conduct normal business.

Strengths

The School of Kinesiology has an excellent reputation for the high quality of its undergraduate and graduate programs and for the accomplishments of its faculty, staff, students and alumni. Rick Hansen is one example of an alumnus who is making a difference. There are many others. When the School hosted a 60th Anniversary Celebration in 2009 in honour of the first graduating class (1949), research showed that graduates from the program (the third in Canada and first in the west) had literally "led the way" for the development of Physical Education across the country. This phenomenon continues to this day, with alumni helping to pioneer the development of Kinesiology as a profession in British Columbia, as well as contributing to a range of other initiatives locally, nationally and globally in health, human movement science, sports, physical culture, and wellbeing.

Faculty in the School have been very successful at obtaining national-level, competitive funding from the three major granting agencies in Canada, the Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC) and the Canadian Institutes for Health Research (CIHR), in addition to a wide range of other competitive grants and contracts. Their research has achieved significant recognition and impacts locally, nationally and internationally at both an applied and basic science level.

Fiscally, the School's core activities are sound and its budgetary picture is bright. The main drivers in the University's budget are undergraduate program and course enrolments, graduate program enrolments, and recovered costs of research (Indirect Costs Program). The BKin degree has high enrolment demand for domestic students and ranks in the top three programs at UBC in terms of applications for first year seats (BCom: 5.8 applications per seat, BKin: 4.9, BAsC: 4.8). Enrolments have increased to around 1100 students who are drawn to the degree as a liberal arts program and stepping stone for post-graduate and professional studies. The School's graduate program is mentorship based, and the program enrolments (n≈100) are commensurate with this system and include excellent professionally oriented students as well as student scholars in the MKin, MA, MSc and PhD programs. ICP monies are based on a three-year rolling average of grant performance with a two-year delay for computational purposes. While the system is not highly responsive to yearly changes, it does reflect grant success over time, and the School is building on this strategy.

The School is experimenting with new revenue streams. For example, it has mounted a general interest course for non-Kinesiology majors (KIN 343 Biology of Human Athletic Performance) on a trial basis and the course is performing well (2014-15 enrolment = 153) and attracting course fees. Similarly, it has developed two summer course packages for international students as part of UBC's Vancouver Summer Program, Package A Sport and Exercise Science and Package B Pedagogy and Social Science; this summer (2014) the courses attracted 46 students from four universities in China, with excellent prospects for future growth.

In terms of community engagement, the School has two main outreach programs: Active Kids/Gymnastics that supports a movement experience program for children and a gymnastics club for all age groups inclusive of adults, and the BodyWorks Fitness Centre which includes the Changing Aging program that is aimed at adults and seniors. These are highly successful programs that give the School an important role in the local community as well as provide hands-on experience for undergraduates. Five faculty members with expertise in exercise prescription, coaching science, fitness programming, sport management, physical education pedagogy and physical activity leadership are involved in community service learning activities locally through research and course instruction that provide students with opportunities for community-based experiential learning. The School has a growing Co-op program with 120 placements this year and an alumni-based mentorship program for senior undergraduate students with 35 pairings in 2013-14.

Challenges

Facilities and Space

The School faces a critical challenge around facilities and space. This point has been consistently raised in past external reviews, and cannot be emphasized enough. The facilities for the School are dispersed and inadequate – research space for most faculty members is poorly located and configured; office and classroom space is severely limited. The School lacks adequate facilities to support its current mission as a top tier, globally engaged program.

Course Over-Enrolments

The faculty complement in the School fell from 30 individuals (27.46 FTE) in 2009 to 23 individuals (21.73 FTE) this year due in part to changes in retirement policies and to an internal interest in delaying hiring new faculty members until the School's strategic plan and undergraduate curriculum review were completed. This, coupled with rising enrolment has contributed to a situation where the School presently has higher demand for classroom seats than it can deliver. A solution has been to locate high-demand courses in larger classrooms when these are available. However, UBC has a shortage of mid-range classroom space (100-200 seat capacity) and demand is very high for these classrooms. Having better access to such classrooms would be a distinct advantage.

The School has agreed that a long term solution is to hire additional highly qualified teaching faculty (Instructors and Lecturers) who can carry a higher teaching load than research faculty (7 instead of 3 course sections) and help to offer courses during the full academic year. This strategy has the added benefit of supporting the Co-op Program that requires core courses to be offered in all three terms (Winter Session Terms 1 and 2; Summer Session), and it helps to meet CCUPEKA accreditation standards that require 75% of core courses in the Kinesiology and Health Science (KINH) and Physical and Health Education (PEDH) streams to be taught by full-time faculty.

Opportunities

Faculty Renewal

Currently, the School has nominated a Tier 2 CRC candidate to Ottawa for a July 1, 2015 start date, and is assessing two self-funded scholars (2014 RHI-MSFHR Scholar Award Recipients) for five-year grant tenure Assistant Professor appointments starting September 1, 2014. Beyond this the School is preparing to advertise four positions and is fundraising for an additional position in Adapted Physical Activity. The four positions are: Instructor I in Statistics and Research Methods, Assistant Professor in Socio-Cultural Studies in Health, Physical Activity and Sport, Assistant/Associate Professor in Aboriginal Health, Exercise and Physical Activity, and a half-time Lecturer in Sport and Exercise Nutrition.

International Student Initiative

The School is committed to increasing its international undergraduate enrolment from 6.7% of the student body this year (74 students) to 15% (150 students) over the next three years, and eventually to 20% (220 students). The goal is to increase internationalism and diversity within the School and to further the School's engagement internationally through alumni contacts and institutional partnerships in accordance with the University's and School's strategic priorities. The School hired an international student recruiter and advisor a year ago to help lead this initiative, and is also investing in student engagement and advising services to help support the success of international and domestic students in the BKin program.

Aboriginal Engagement

The School is committed to helping support the University's strategies around Aboriginal engagement, and has been working with Jo-ann Archibald, the Associate Dean of Indigenous Education in the Faculty of Education, and with the Provost's Office to develop a faculty position in Indigenous health, exercise and physical activity, as well as to actively engage with Aboriginal communities and to recruit and support Aboriginal students.

Sustainability

The School's Centre for Sport and Sustainability was started as a UBC legacy of conducting the Olympic Games Impact (OGI) Study for the Vancouver 2010 Olympic and Paralympic Winter Games Organizing Committee (VANOC). The Centre has hosted three international Think Tanks on sport and sustainability, and recently co-hosted an invitational forum on Paralympic Legacies with the International Paralympic Committee (IPC) in Bonn, Germany. Recent statistics from UBC's online cIRcle Library show 5,500 total downloads of the OGI reports which are accessed through the Centre's website. The news release that announced the Games Time report in late 2010 was picked up in 170 online articles with over 125 million total page views. As intended, the Centre has become a global resource in the area of sport and sustainability, and is contributing to the School's and University's mission around UBC as an agent of change and living laboratory in sustainability.

Strategic Plan and Accountability Framework

The School's Strategic Plan and Accountability Framework by design closely reflect the nine commitments and related goals and actions in the University's strategic plan, Place and Promise. The School's implementation strategy for the Strategic Plan is to follow the priorities and actions in its Accountability Framework, which means that the School's core activities align well with and support the University's own priorities.

Overview of the School of Kinesiology

Short History

The School of Kinesiology had its beginnings as a Physical Education program. Its origins date to 1929 when Physical Education instruction was first offered at UBC on a non-credit basis. In 1936 a Division of Physical Education was formed to provide a voluntary program of Physical Education and Intramurals. A Bachelor of Physical Education (BPE) was inaugurated in 1946. This was the first of its kind in Western Canada and the third in Canada. The inaugural class entered the program in 1946 and graduated in 1949.

A Department of Physical Education was established in April, 1946 within the Faculty of Arts and Sciences, and was reconfigured as the School of Physical Education effective January, 1952, with responsibilities for Athletics and Intramurals as well as the BPE program. The School's graduate program, the first in Canada, was initiated in 1958 with the Masters of Physical Education (MPE) degree and had its first graduating students in the 1959 congregation. In 1960, the name of the School was changed to the School of Physical Education and Recreation, and in 1963 it was moved to the Faculty of Education, where it has remained.

The School collaborated with the Department of Family Practice and the Faculty of Medicine to establish the BC Sports Medicine Clinic in 1979. The first of its kind in Canada, the Clinic became a model for other programs in North America, and is now well known as the Allan McGavin Sports Medicine Centre. The Centre and the Division of Sports Medicine continue to be situated within the Faculty of Medicine. Three of the Sports Medicine physicians hold joint appointments in Medicine and Kinesiology.

The year 1987 saw a formal administrative separation of Athletics/Intramurals from the School. In 1993, the MPE was separated into three degrees: an MSc, MA and non-thesis MPE. In 1994, the PhD program was initiated and the School was renamed the School of Human Kinetics. Most recently, the School was renamed the School of Kinesiology in 2012.

The School's history has shaped the faculty complement, with hiring through the 1960s and 1970s emphasizing physical education, athletics and recreation. Since the early 1980s, faculty recruitment has reflected an emphasis on the natural, behavioral, social, and life sciences related to human movement.

Unique Status of Schools at UBC

The UBC Senate voted in 1949 (Chant Report, February 16) to grant special status to Schools within the University. Schools are interim administrative units that operate within faculties in a manner similar to departments but have unique lines of authority for reporting to Senate on undergraduate curriculum and student affairs and to the Faculty of Graduate and Postdoctoral Studies on graduate curriculum and student affairs. The governing curricular body for a School is a Council that is comprised of faculty members in the School and representatives of closely related departments. Hiring of faculty is done through the Faculty, but staff hiring, curriculum, student admissions, program quotas, teaching assignments and load, budget, fiscal accounting, planning, and allocation of research and office space are all done within the School.

Summary of Academic Programs

The School offers degrees at the undergraduate (BKin) and graduate level (MA, MSc, MKin, PhD). The undergraduate program was revised in 2004 from a four-year, four-program model to a more open architecture that allows students to select one of three curricular streams in their third year of study in the BKin. The three streams are: Kinesiology and Health Science (KINH), Physical and Health Education (PEDH) and Interdisciplinary Studies in Kinesiology (IDKN).

A revised BKin curriculum was rolled out one year at a time between 2004-05 and 2007-08. In December, 2006 the KINH and PEDH streams were accredited by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) under national accreditation standards in Kinesiology and Physical Education. The streams were reviewed and reaccredited for seven years at the June 2014 meeting of CCUPEKA and the Accreditation Council.

At the graduate level, the School currently offers three Master's degrees (the thesis-based MA and MSc degrees, and a non-thesis MKin degree) and the PhD. A review of the graduate programs is planned for 2014-15. A review of the BKin was completed in May, 2014. Both reviews are in accordance with the School's Strategic Plan (December 6, 2012) and Accountability Framework (January 23, 2014).

Based on undergraduate enrolment (headcount and FTE), the School of Human Kinetics is larger than several faculties at UBC (Dentistry, Pharmaceutical Sciences, and Forestry). The BKin has the second highest student demand for seats at UBC (next to the BCom), based on the number of first choice applications for seats. Present undergraduate enrolment by headcount (HC) is 1094 students, and graduate enrolment is 100 students. Student FTE in 2013-14 is 898.8 in the BKin and 98.0 in the graduate programs. The School has 21.73 FTE faculty positions, including the position of Director, and 18.8 FTE staff positions.

Organizational and Governance Structure

The School is an administrative unit within the Faculty of Education. Day-to-day operation and most administrative matters are under the supervision of the Director, Associate Director Undergraduate Affairs, Associate Director Graduate Affairs and Research, Associate Director Student and Community Engagement, and the Administrative Manager. Academic governance is organized under curricular and program committees (undergraduate, graduate, student and community engagement), standing committees (personnel, merit & PSA, senior personnel) and advisory committees (director's, information technology, outreach, and safety). For further information, please see Module 9 Resources, Administration and Governance.

Relationships Internal and External to UBC

The School is well integrated within the University. Faculty, staff, and the associate directors and director serve on a wide range of committees and participate actively in University affairs. Examples include the Major Entrance Scholarship Committee, Early Alert, Online Advising Management System Committee, Access and Diversity, Enrolment Management Committee, Executive Enrolment Committee, Co-op Coordination Committee, Behavioural Research Ethics Board, Faculty of Graduate and Postdoctoral Studies Council, Faculty of Education Dean's Advisory Committee on Research, and Senate, to name just a few.

Faculty members have extensive research collaborations within the School, the University and externally. These collaborations typically engage the School's graduate students and postdoctoral fellows, in addition to the faculty members themselves. In response to an internal survey, faculty members listed links with 36 different centres, programs and departments within UBC, including: ICORD, Brain Research Institute, Physical Therapy, Occupational Science and Occupational Therapy, Women's and Gender Studies, Population and Public Health, and Sports

Medicine. Similarly, 40 institutions and programs across Canada were identified including Kinesiology at McGill, Business at Queen's, Physical Therapy at Laval, and Public Health Sciences at University of Toronto. Internationally, 27 institutions and programs in 8 countries on 5 continents were identified, including Peking University in China, Karolinska Institute in Sweden, Purdue University in the US, Kenyatta University in Kenya, University for Peace in Costa Rica, and University of Queensland in Australia.

School of Kinesiology Strategic Plan and Accountability Framework

Place and Promise, The UBC Plan was launched December 2, 2009 with the understanding that academic units would develop unit-level strategic plans that engaged the nine commitments in the University's plan. The School reviewed the University's commitments at seven School meetings during the 2011-12 academic year, and participated in a facilitated strategic planning retreat on May 27, 2012 that resulted in the School's Strategic Plan (December 6, 2012) and an Accountability Framework (January 23, 2014). The Accountability Framework provides an implementation strategy for the Strategic Plan.

During the review and strategic planning process, the School's vision, mission, educational concept and values were renewed, as follows:

Vision

A School world-renowned for its research and teaching in the field of human movement.

A world-renowned academic unit generating and disseminating inter-disciplinary knowledge about human movement that contributes to health and quality of life.

Mission

The School of Kinesiology, a community of educators and researchers in the field of human movement, is dedicated to creating and advancing knowledge that fosters a healthy self and society through physical activity.

Educational Concept

Kinesiology is a cross-disciplinary body of knowledge, which focuses on the bio-physical and psycho-social dimensions of human movement, exercise, sport, and play and the cultural context within which these elements of human behavior have developed and occur. It is an emerging area of inquiry evolving principally from research-oriented programs in the field of kinesiology. Problems studied range from cellular analysis of neuromuscular function and psycho-social factors influencing human movement, to analyses of social and cultural transformations in the role and functions of exercise, play, and sport.

Within this context, the School's vision is *to be world renowned for its research and teaching in the field of human movement.*

Values

- People
- The pursuit of knowledge
- A positive learning and working environment characterized by fairness, equality, collegiality, mutual respect, integrity, innovation and excellence
- Research, teaching and community service

- Interdisciplinarity and interprofessional collaboration

Strategic Priorities

The School's Strategic Plan and Accountability Framework identify key goals and actions within the framework of the nine commitments articulated in the University's strategic plan (Place and Promise), including the following priorities:

1. Student Learning
 - Offer an exceptional learning environment that supports student success and enriched educational opportunities in Kinesiology.
 - Key actions: review and renew the undergraduate and graduate curricula, undertake curriculum innovation, enhance student support services, and pursue optimal teaching space and facilities.
2. Research Excellence
 - Increase the quality and impact of research through improved infrastructure to support leading edge research.
 - Key actions: pursue a new building to provide the School with state of the art research facilities as well as enhanced learning spaces, and invest in research innovation.
3. Community Engagement
 - Be a leader in promoting physical activity and healthy living through engaging lifelong learning with students, staff, faculty, alumni and the wider community, locally, nationally and globally.
 - Key actions: support and reinvest in the School's Outreach Programs, and support community service learning opportunities, Co-op, and community based research and communications.
4. Aboriginal Engagement
 - Increase engagement with Aboriginal communities and expand educational opportunities for all students to learn about Aboriginal perspectives.
 - Key actions: hire an Aboriginal scholar, engage with Aboriginal communities in BC, and continue to actively recruit and support Aboriginal students and their research at the undergraduate and graduate level.
5. Alumni Engagement
 - Enrich the lives of graduates through deeper connection with the School and University and expand opportunities for lifelong engagement.
 - Key actions: engage alumni with students in the School's mentorship program and build and strengthen relations with Alumni through reunions and fundraising opportunities.
6. Intercultural Understanding
 - Create an environment of respect, diversity and inclusiveness through increased awareness and experience of the benefits of intercultural learning.
 - Key actions: increase opportunities through courses, research and community-based activities, for intercultural dialogue and learning among students, faculty, staff and alumni and the community.
7. International Engagement
 - Strengthen and enable educational exchange with international partners and increase UBC Kinesiology's global presence.
 - Key actions: increase enrolment and retention of international students in order to enrich the School's programs and culture, and build on and expand the School's strategic international partnerships.
8. Outstanding Work Environment
 - Create a welcoming, collegial work environment of mutual respect and encouragement so that the School is a workplace of choice attracting outstanding teachers, staff and researchers.

- Key actions: strengthen processes and supports for attracting and retaining outstanding teachers, staff and researchers, offer professional development for faculty, staff and student employees, and promote collaborative, collegial working relationships.

9. Sustainability

- Foster social, environmental and economic sustainability through excellence in research, teaching, learning, operations and community engagement.
- Key actions: Foster social sustainability through teaching, learning, research and community engagement with a focus on health, well-being and inclusion, support sustainability-related research and knowledge dissemination through the Centre for Sport and Sustainability (CSS), work with government, community and private sector organizations to create a better understanding of how social sustainability can be achieved locally and globally.

Undergraduate Instruction & Learning

Overview

The Bachelor of Kinesiology is a multi-disciplinary program, which focuses on the bio-physical and psycho-social dimensions of human movement, exercise, sport and play, and the historical and cultural context within which these elements of human behaviour have developed and occur. Problems studied range from cellular analysis of neuromuscular function to psychosocial factors influencing human movement, to analyses of social and cultural transformations in the role and functions of exercise, play, and sport. Kinesiology is the only discipline centrally devoted to a comprehensive and systematic study of human movement

Enrolment and Recruitment

1. Admissions

a. Requirements

Admission of students into the Bachelor of Kinesiology program is based on academic performance and evaluation of personal profile information supplied by applicants in response to four University-approved questions.

Academic admission averages for high school students in British Columbia is calculated using the following courses:

- i. English 12 or English 12 First Peoples
- ii. One of Principles of Mathematics 12, Pre-Calculus 12, Biology 12, Chemistry 12, Geology 12, Physics 12
- iii. Two other approved grade 12 courses

The following additional courses are required but are not used to calculate the applicant's admission average:

- iv. Core grade 11 requirements (English, Mathematics, Science, Social Studies, and a second language)

Applications to the School of Kinesiology must also include a personal profile. Students answer four questions, which give applicants the opportunity to demonstrate self-reflection through their learning, challenges, experiences, and goals in relation, but not limited to:

- i. Leadership or group contributions
- ii. Sports involvement
- iii. Creative or performing arts experience
- iv. Work or volunteer experience

Staff, Faculty, and Alumni from the School of Kinesiology read and score prospective student personal profiles. Training for this role is mandatory and includes 3 online training modules including an introduction, practice reading, testing, and assessment. "Readers" must pass a profile-scoring test after training is completed and prior to reading and scoring personal profiles for current applicants.

Grades are only one indicator of academic preparation. The personal profile is used to assess how suitable the student may be for study in the Bachelor of Kinesiology program.

b. Applications to the BKIN Program

The total number of applications to the BKIN program for each of the past five years is shown in the table below. The percentage of those students admitted to the program is shown in the brackets.

i. Total Number of Domestic Student Applications (and Acceptance Rates)

Year	2009/10	2010/11	2011/12	2012/13	2013/14
1	1451 (18.3%)	1653 (16.6%)	1383 (18.7%)	1446 (19.6%)	1576 (20.0%)
2	129 (21.7%)	144 (29.2%)	124 (35.5%)	115 (36.5%)	104 (39.4%)
3	175 (46.3%)	168 (46.4%)	220 (38.2%)	164 (55.5%)	161 (56.5%)

ii. Total Number of International Student Applications (and Acceptance Rates)

Year	2009/10	2010/11	2011/12	2012/13	2013/14
1	130 (23.1%)	152 (21.7%)	156 (28.2%)	124 (37.9%)	138 (30.4%)
2	11 (0.0%)	3 (0.0%)	9 (22.2%)	7 (14.3%)	3 (0.0%)
3	4 (0.0%)	5 (0.0%)	4 (0.0%)	1 (100.0%)	5 (20.0%)

2. Enrolment

a. Total Student Enrolment

The number of students enrolled in each year of the BKIN program and the total undergraduate student headcount from 2009-2014 is presented in the table below.

Year	2009/10	2010/11	2011/12	2012/13	2013/14
1	166	188	189	206	195
2	154	145	187	193	218
3	220	230	222	274	312
4	298	306	325	337	367
Total	838	869	923	1010	1092

It is clear that student enrolment has steadily increased over the past five years. We expect this to continue for the next year or two, as our academic year enrolment targets will increase for 2014-2015. We have the capacity to handle another increase in enrolment. The increase in tuition monies will allow the School to hire additional instructors and staff to assist with overall program delivery.

b. International Student Enrolment

The number of international students enrolled in each year of the BKIN program from 2009-2014 is shown in the table below. The total international student enrolment and the percentage of international students registered within the School are also presented.

Year	2009/10	2010/11	2011/12	2012/13	2013/14
1	15	19	19	23	15
2	10	8	16	13	15
3	9	11	5	15	20
4	3	8	13	7	14
Total	37	46	53	58	64
% of Total Enrolment	4.4%	5.3%	5.7%	5.7%	5.9%

There has been a small but steady increase in the number of international students registered in the BKIN program over the past five years. This is an area of strategic interest to the School and the University, and the School is working with staff in the University's International Student Initiative (ISI) group to increase the number of international students enrolled in the BKIN. In April 2013, the School of Kinesiology hired an International Student Recruiter & Advisor. This individual will play a key role in supporting our current international students and recruiting new international students to the BKIN program. This individual will also play a key role in helping the School realize some of the international engagement initiatives outlined in the School's Strategic Plan.

c. Aboriginal Student Enrolment

The number of Aboriginal students enrolled in the BKIN program from 2009-2014 is shown in the table below. Aboriginal engagement is another area of strategic interest to the School and University, as noted in the School's Strategic Plan and Accountability Framework. The School is endeavouring to increase Aboriginal student enrolment and engagement in the BKIN.

Status	2009/10	2010/11	2011/12	2012/13	2013/14
Full-time status	12	10	21	22	25
Part-time status	9	10	7	13	10
Total	21	20	28	35	35

d. Student Enrolment by Gender

The distribution of male and female students in the BKIN program from 2009-2014 is shown in the table below.

Gender	2009/10	2010/11	2011/12	2012/13	2013/14
Male	47.7	46.3	46.9	46.6	45.6
Female	52.3	53.7	53.1	53.4	54.4

e. Student Enrolment Per Stream

At the beginning of the third year of study, students must select one of three streams. The percentage of third and fourth year students registered in each of the three streams is displayed in the table below.

Stream	2009/10	2010/11	2011/12	2012/13	2013/14
Interdisciplinary Studies	41.6%	48.3%	52.3%	59.3%	65.3%
Kinesiology and Health Science	41.6%	36.9%	37.5%	33.4%	28.0%
Physical and Health Education	16.8%	14.9%	10.2%	7.2%	6.6%

Since 2009 the number of students registered in the Kinesiology and Health Science and Physical and Health Education streams have steadily declined resulting in an increase in the proportion of students enrolled in the Interdisciplinary Studies stream.

The School of Kinesiology is currently conducting a review of the undergraduate curriculum. The review will examine why students opt for one stream over another. This information will help us decide whether a change to the streams offered, as part of the BKIN program, is required.

f. Undergraduate Enrolment Challenges

The Faculty-to-undergraduate student ratio in the School of Kinesiology is approximately 43:1. This ratio actually climbs to 52:1 considering that only 21 out of the 25 full-time faculty members are currently teaching undergraduate courses. There has also been an increase in the average class size at all levels and a greater number of sessional instructors covering undergraduate courses. The School of Kinesiology hopes to add additional teaching Faculty in the next year to reduce the dependence upon sessional instructors and lower the Faculty-to-undergraduate student ratio.

3. Retention of Students

The School’s retention rate from 2009-2013 was 94%, which is one of the highest in the University (data are not yet available for 2013/14). The remaining 6% of students either transferred to another program at The University of British Columbia or withdrew.

4. Graduation

The percentage of students in year 4 graduating from the BKIN program from 2009-2013 is shown in the table below (data not available for 2013/14).

Year	2009/10	2010/11	2011/12	2012/13
Year 4 Enrolment	298	306	325	337
# of Graduates	210	199	210	200
% of Year 4 Enrolment	70.5%	65.0%	64.6%	59.3%

Although the BKIN program is structured as a four-year experience the percentage of students taking four years to graduate from the program has steadily decreased since 2009/10.

Curriculum

1. Courses

All Bachelor of Kinesiology students complete a set of core courses during their first two years. The core consists of 3 credits in English, 30 credits in Kinesiology, along with elective courses in other fields. In Year 3, students continue their studies in one of three streams: Kinesiology and Health Science; Physical and Health Education; or Interdisciplinary Studies in Kinesiology. Within each specialization there are additional required courses as well as electives, both within and outside of Kinesiology.

a. Required Core Courses For All Kinesiology Students

KIN 103: Active Health

KIN 151: Biomechanics I

KIN 161: Leisure and Sport in Society

KIN 190: Anatomy and Physiology I
KIN 191: Anatomy and Physiology II

KIN 230: Human Motor Behaviour I
KIN 231: Sport and Exercise Psychology
KIN 261: Health Policy and Society
KIN 275: Exercise Physiology I
KIN 284: Physical Growth and Motor Development

b. Required Courses for the Kinesiology and Health Science Specialization

KIN 371: Introduction to Statistics in Kinesiology
KIN 373: Research Methods in Kinesiology

Students must select 4 courses from the list of 6 below

KIN 303: High Performance Conditioning in Physical Activity and Sport
KIN 330: Human Motor Behaviour II
KIN 351: Biomechanics II Mechanical Properties of Tissues
KIN 361: Introduction to Athletic Training
KIN 375: Exercise Physiology II
KIN 389: Neuromuscular Integration of Human Movement

c. Required Courses for the Physical and Health Education Specialization

KIN 115A: Performance Analysis of Selected Individual Sports and Activities
KIN 115B: Performance Analysis of Selected Individual Sports and Activities

KIN 215A: Performance Analysis of Selected Team Sports and Activities
KIN 215B: Performance Analysis of Selected Team Sports and Activities

KIN 366: Movement Experiences for Young Children
KIN 369: Instructional Analysis and Design in Sport and Physical Activity Programs
KIN 371: Introduction to Statistics in Kinesiology
KIN 400: Planning Physical Education, Sport and Exercise Programs
KIN 415: Conceptual Approaches to Games Education

Students must select 1 of the 2 courses listed below

KIN 362: Adapted Physical Activity
KIN 367: Leisure and Disabled Persons

Students must select 1 of the 3 courses listed below

KIN 303: High Performance Conditioning in Physical Activity and Sport
KIN 464: Health Promotion
KIN 469: Chronic Health Issues, Physical Activity, and Community Practice

d. Required Courses for the Interdisciplinary Studies in Kinesiology Specialization

Student must select 10 Kinesiology courses at the 300- and 400-Level. Students can choose any of the required courses listed above or from the list of Kinesiology elective courses shown below.

KIN 353: Human Body Composition (Course not currently offered)
KIN 360: Sport, Peace, and Conflict
KIN 365: Foundations of Coaching
KIN 381: Leisure, Sport and Popular Culture (Course not currently offered)
KIN 382: Meaning and Values in Sport
KIN 383: The Modern Olympics: Power, Politics, and Performance
KIN 392: The Leisure and Sport Industry (Course not currently offered)

KIN 454: Field Experience
KIN 461: Prevention of Sports Injuries I
KIN 462: Skeletal Muscle Physiology: From Generation to Regeneration
KIN 465: Interculturalism, Health and Physical Activity
KIN 471: Prevention of Sports Injuries II
KIN 472: Genetic Issues in Sports, Exercise and Human Performance
KIN 473: Neuroanatomy of Human Movement
KIN 475: Pulmonary Physiology of Exercise
KIN 481: Sport Marketing and Communication
KIN 489: Seminar
KIN 499: Projects in Kinesiology

Current course outlines are available upon request or can be found at: <http://kin.educ.ubc.ca/undergraduate-course-outlines>

e. Undergraduate Curriculum Challenges

Under the terms of the School's Strategic Plan and Accountability Framework, a review of the undergraduate program is currently underway. A key component of this review is to obtain student feedback and assess whether the curriculum is meeting student and societal needs. The review will also identify redundancies across courses and scope and sequence issues, and will consider new course offerings that could be developed. Adding new elective courses to the program will increase flexibility in the curriculum and help reduce the enrolment pressures, generally in upper level KIN courses.

2. CCUPEKA Accreditation Standards

The Kinesiology & Health Science stream meets the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) national accreditation standards. The required core courses meet the eight discipline CCUPEKA core areas. The required third & fourth year courses ensure research methods and laboratory CCUPEKA requirements are also achieved.

The Physical & Health Education stream also meets CCUPEKA national accreditation standards. Core courses meet the eight discipline CCUPEKA core areas. Other required courses meet the specific competencies required for accreditation such as, instruction & analysis of movement, health & development, special populations, and courses with a specialization in teaching practice.

3. Minors

Four minors are available to BKIN students respectively in Arts, Commerce, Nutritional Science, and Science, and the School reciprocally offers two KIN minors to students in the Faculty of Arts and the Faculty of Science. BKIN students who wish to focus their non-Kinesiology electives may, with the approval in writing of the School's Undergraduate Advising Centre, undertake one of the four minors in conjunction with their Bachelor of Kinesiology degree. All courses in the minor must be taken outside of the School of Kinesiology.

4. Co-operative Education Program

The Co-operative Education Program integrates the academic education (classroom-based learning) of interested and qualified students with relevant, supervised, and paid work experience (work-based learning). Co-op students gain valuable skills to guide them through their academic education, and prepare them for future careers.

The co-operative education program is optional and supplementary to the academic program. Students who wish to be considered for the program are selected on the basis of academic performance and suitability for the work environment. Students wishing to enroll in the program must apply in the Fall term of their second year. Total enrolment is subject to the availability of appropriate work placements. Acceptance into the co-op program does not guarantee work placements in every work term.

The Program runs year-round. Apart from the normal academic requirements, students complete 3-5 work terms. A minimum of three work terms is needed to graduate with a co-op designation on the transcript and parchment. The Program is five years long, as students in the Program require an extra year in which to complete their Bachelor of Kinesiology degree.

Each successfully completed co-operative education course will be assigned 6 credits and will be recorded on the student's transcript. Work placements are graded Pass or Fail. Co-operative education course credits cannot be used in lieu of or to complement academic course credits required by the department

5. Curriculum Review

The UBC Senate approved the present three-stream undergraduate curriculum in 2004. As noted above, under the terms of the School's Strategic Plan and Accountability Framework, a formal review of the curriculum is presently underway. The curriculum review is being guided by the strategies and goals outlined in the School's Strategic Plan. The main goal for the review is to enhance the quality and impact of the undergraduate student learning experience by taking account of student and faculty feedback on the current program and assessing the latest information on Kinesiology research and approaches to student learning. The review process began in October 2013 and the goal is to submit a preliminary report to the School for discussion and endorsement in June 2014.

6. Instructional Models

Most of the core courses in years 1 and 2 are offered in both terms. This provides students with greater flexibility in planning their schedule and the opportunity to register in smaller classes. Six of the ten core courses also have a lab or tutorial section. These small group sections provide students with the opportunity to further explore course concepts through debate, discussion, and other active learning approaches that differ from those that typically take place in larger classroom settings. In years 3 and 4 students have the opportunity to use the knowledge they have gained in the classroom in an applied setting. There are currently 5 upper level courses that provide students with a community based learning experience. Students can also get involved in research, working with a faculty member on a directed studies project of mutual interest.

7. Teaching and Learning Evaluation

a. Course Averages and Failure Rates

The overall average of all courses offered in years 1 and 2 (lower level) and in years 3 and 4 (upper level) is shown in the table below.

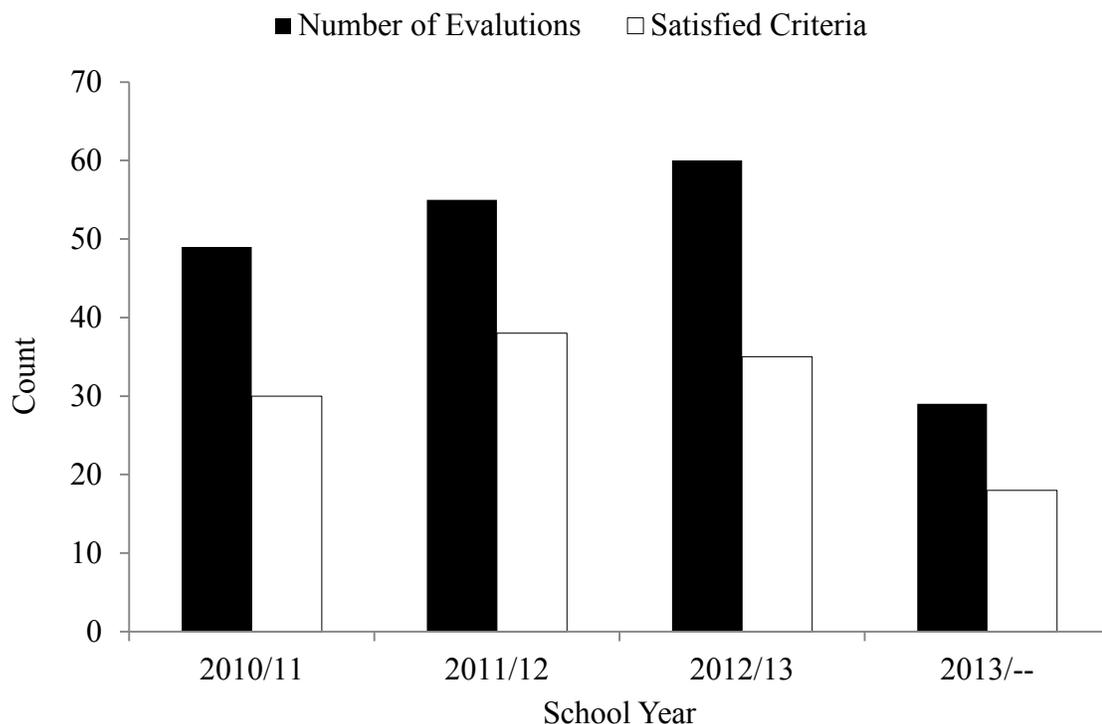
Course	2009/10	2010/11	2011/12	2012/13	2013/--
Lower Level Course	74.9%	76.9%	75.8%	75.0%	75.7%
Upper Level Course	78.7%	81.9%	81.0%	81.7%	85.2%

On average, the failure rates for lower level and upper level undergraduate courses were 3.0% and 1.6% respectively. Although the low number of student failures is not a concern, the increase in final course average in upper level courses may be an issue. The issue of grade inflation will be examined as part of the undergraduate curriculum review and the faculty will discuss if any action should be taken at an upcoming meeting in June 2014.

b. Teaching Evaluation

The University of British Columbia Senate regulations require that teaching evaluations be carried out annually. As a unit within the Faculty of Education, the School has traditionally used the SCET (Standing Committee for the Evaluation of Teaching) 33-item questionnaire administered in paper by Education. In September 2010, however, the Faculty of Education started using the University's new CourseEval system, a web-based software application that allows students to anonymously evaluate courses and instructors online. The Faculty of Education's version of CourseEval that is required for all units in the Faculty including the School contains two questionnaires: the original 33-item SCET that uses a 7-point Likert scale, plus a new 6-item University questionnaire that uses a 5-point Likert scale. The University's 6-item questionnaire is required by Senate.

Unfortunately, the response rates for Kinesiology courses since moving to CourseEval have not been strong. The Provost & VP Academic Office determined an acceptable response rate for online course evaluations, which is dependent upon class size. The total number of instructor evaluations conducted each year and the number of evaluations that actually satisfied the criteria is presented in the figure below.



When the School of Kinesiology compared the total number of instructor evaluations to the recommended minimum response rates, as established by the Provost & VP Academic Office, it was found that an average of only 57.5% of the KIN courses offered over a 3.5 year period had online course evaluations that satisfied the criteria. The poor “student response rates” on course evaluations are a serious concern, and the School is examining ways to correct this. The Faculty of Education is currently reviewing their evaluation procedures, and established a working group in 2013 to examine SCET and CoursEval-related issues. The School is participating in this working group.

Facilities and Equipment

1. The School of Kinesiology on the UBC Campus

The research labs and faculty offices are currently located in 6 different buildings on UBC campus (War Memorial Gym, Auditorium Annex Offices, Robert F. Osborne Centre, Biological Sciences Building, D.H. Copp Building, and the Alan McGavin Sports Medicine Centre). These spaces are used primarily for research and graduate teaching, although some specific undergraduate research projects are conducted in the research laboratories as well. The physical separation between buildings, however, limits the amount of exposure undergraduate students have to Kinesiology faculty and their research spaces. As such, many students are unaware about the type of research activities that takes place in the School of Kinesiology. Most of the course specific teaching labs take place at the Robert F. Osborne Centre in the Undergraduate Learning Centre.

2. Undergraduate Learning Centre

The Undergraduate Learning Centre is the space in the School of Kinesiology where many of the Kinesiology undergraduate courses hold their labs. It is located in Osborne Centre, Unit 2, Gym G (room 125). There is a newly constructed informal learning space equipped with 3 computers, tables, and a print station for students to engage in quiet study. The main teaching space is divided into 3 lab areas:

Area 1 is dedicated to the cardiorespiratory and exercise physiology courses (i.e. KIN 103, 275, and 375). This area is equipped with items that include:

- 5 Treadmills
- 17 Bikes (5 Anaerobic, 2 Electronically-braked, and 10 mechanically-braked)
- 1 Rowing ergometer
- 1 Arm ergometer
- 1 Biodex isokinetic muscle testing station
- 6 Metabolic carts (coming late fall 2013)
- 5 ECG stations (1 wired and 4 wireless)
- Health and fitness assessment equipment (i.e. skin calipers, blood pressure cuffs, stethoscopes, dynamometers, goniometers, oxygen saturometers, spirometers, and respirometers)

Area 2 is dedicated to the musculoskeletal courses (i.e. KIN 190, 191, 303, and 361). This area is equipped with items that include:

- 165 anatomical models representing bones, muscles, and internal organs (including 12 full size skeletons and 9 disarticulated skeletons)

Area 3 is dedicated to the neuromechanical courses (i.e. 330, 351, and 389). This area is equipped with items that include:

- 6 neuromechanical testing stations that allow students to collect kinematic electromyographic data for teaching laboratory activities.

The Manager of the Undergraduate Learning Centre is responsible for maintaining the equipment, supervising students engaged in independent study, and helping teaching assistants prepare for lab activities.

3. Challenges Around Space and Materials

To accommodate increased student enrolment, lab sections have been added to courses. Scheduling these extra sections has been difficult as there is limited space in the Undergraduate Learning Centre. Running labs in all three sections of the open gym environment can create excessive noise. Running additional lab sections for a particular course also puts a strain on the equipment used for each activity. Finding additional space and funds to support teaching lab activities will be a priority for the School of Kinesiology.

Undergraduate Governance

1. Undergraduate Administration

There are several key individuals that are responsible for the administration of the undergraduate program. Their roles and responsibilities are listed below:

Paul Kennedy, Associate Director Undergraduate Affairs

The Associate Director is responsible for the overall operation of the undergraduate program; represents the School on University and external committees relating to undergraduate affairs, chairs the Undergraduate Committee, and reports to the Director of the School.

Fran Harrison, Undergraduate Program Administrator & Advisor

Fran Harrison is responsible for on-going student advising, program adjudication, program guidance, course scheduling, course articulations, and graduation adjudication.

Carlos Cantu, International Student Recruiter & Advisor

Carlos Cantu is responsible for developing, managing, and implementing international recruitment strategies, developing and managing international students programs for the School, and providing program guidance and advising for international students.

Gail Wilson, Undergraduate Coordinator

Gail Wilson is responsible for the content and instruction of the performance analysis courses. Ms. Wilson also coordinates the Undergraduate awards and oversees the adjudication process.

Position to be filled, Associate Academic Advisor

This newly approved position will address the growing undergraduate enrolments in the School and the changing landscape of advising at UBC where advisors are expected to cover multiple responsibilities with respect to academic advising, student wellbeing, and program oversight and administration. We expect to have this position filled by May 2014.

2. Undergraduate Committee

The Committee terms of reference include program policy development, curriculum development, course scheduling, undergraduate scholarships and awards, student appeals, monitoring student success, and program compliance with University policies and regulations.

Committee Membership

The Undergraduate Committee consists of the Associate Director, the Undergraduate Advisor as an Ex Officio member, three faculty members, and two undergraduate student representatives from the elected members of the Kinesiology Undergraduate Society. Currently, these members are: Paul Kennedy (Associate Director), Fran Harrison (Undergraduate Advisor), Shannon Bredin (Faculty), Michael Koehle (Faculty), Gail Wilson (Faculty), Aram Karakas (Student President), and Jenna McEwen-Doris (Student Vice-President Academic).

Student Support

1. Undergraduate Advising Centre

Undergraduate students registered in the School of Kinesiology can go to the Undergraduate Advising Centre to get help with all academic and course related concerns. The Undergraduate Advisor, Fran Harrison, and the International Recruiter & Advisor, Carlos Cantu, provide students with program advice as they progress through the degree. Students can also seek assistance from Deborah Gromer, the Undergraduate Program Secretary, or from one of three peer advisors, upper-level Kinesiology students who work in the Advising Office.

Our Advising staff can also help students with:

- Changes of registration or program changes
- Obtaining letters of permission, special exceptions, or medical concessions
- Application of transfer credits
- Getting information on:
 - Scholarships and Awards
 - Exam schedules
 - Employment opportunities
 - UBC Student Exchange programs
 - Guided Independent Study programs

All new-to-program students are encouraged to meet with our Advising Staff within the first few months of starting school. We also encourage all Kinesiology undergraduate students to come to the Advising Office at least once per year.

Due to limited resources, the School of Kinesiology cannot provide pre-admission advising for students who have not been admitted to the University. Students who have not been admitted to UBC and who require information regarding application of transfer credits or other previous education to the Kinesiology degree must make application to the University before credit equivalency and outstanding degree requirements can be determined.

2. Awards and Scholarships

Students in the School of Kinesiology are eligible to apply for many scholarships and awards, some of which are awarded from the School and others from the University of British Columbia.

a. School of Kinesiology

There are a number of scholarships, awards, and prizes available for Kinesiology students thanks to the generosity of the School's Faculty, Alumni, and Undergraduate Society, and Private Donors. The Undergraduate Committee typically meets in the summer and selects the recipients for each award on the basis of achievement, leadership, and competency. In 2012-2013 a total of \$15,875 was awarded to 21 students registered in the School of Kinesiology.

b. UBC Awards

The University of British Columbia makes a variety of scholarships, prizes, and bursaries available to Domestic, International, and Aboriginal students. Undergraduate students in the School of Kinesiology have been very successful in obtaining these scholarships. In 2013-2014, four domestic Kinesiology students were awarded Major Entrance Scholarships, which were valued between \$5000 and \$7500 per year. Another five international Kinesiology students received an International Student Award, a one-time award valued at \$5000. In addition, UBC administers NSERC undergraduate research scholarships (USRAs) which are intended for undergraduates working as research assistants in NSERC scholars laboratories. Our school has received 18 awards (worth \$6000) over the past five years. We have also been awarded 10 additional USRAs for aboriginal students over the past three years.

3. Kinesiology Undergraduate Society

The Kinesiology Undergraduate Society (KUS) is an organization representing the undergraduate students in Kinesiology. The KUS acts as the voice for the undergraduates with the faculty and staff, as well as a voting member on the UBC wide student council, the Alma Mater Society. The KUS Executive Council is made up of elected Kinesiology students who hold their positions for a year commencing in the spring. Representatives meet with the Director and Associate Director for Undergraduate Affairs on academic matters on an ad hoc basis, as well as attending School meetings as student representatives. The KUS runs a variety of supplemental activities including orientations, a tutoring program, clothing orders, and social events with hopes of optimizing the student experience.

Graduate & Postdoctoral Studies

OVERVIEW

The Graduate Program is comprised of approximately 100 graduate students and 21 Graduate Faculty members who mentor research-based degrees (MA, MSc, PhD). The School offers a course based master's degree (MKIN) where students can be supervised by graduate faculty or Instructors. Faculty members generally supervise 2-6 graduate students. The number of students supervised is influenced by a number of factors including research support, sabbaticals, time-to-retirement, health, and applications to specific research areas.

There are two individuals – the Associate Director, and the Graduate Programs Assistant along with one standing committee, administering the graduate program. The Graduate Committee consists of the chair and four faculty representatives, each with responsibility for specific program areas: Health Sciences, Natural Sciences, Social Sciences, and Master of Kinesiology Program. There are also two graduate student representatives, representing the Masters and Doctoral programs. The Associate Director for Graduate Affairs acts as committee chair.

The mandate for this committee covers all policy matters pertaining to the graduate program. This includes monitoring the criteria for graduate student admission and graduation, reviewing the criteria for graduate faculty membership, and addressing other matters as requested by the Director and/or the Graduate Advisor. In addition to developing policy for the graduate program, this committee deals with all non-standard program changes (advisor changes, course requirement changes, etc.) and serves as a point of contact for students and/or faculty experiencing difficulty with the graduate program.

RECRUITMENT, ENROLMENT, AND COMPLETION

RECRUITMENT

The School of Kinesiology is a multi-disciplinary unit where graduate student research focuses around the bio-physical, psycho-social, and socio-cultural dimensions of movement, exercise, sport, and play. Graduate students are drawn to the School to work with specific research faculty members and the primary point of contact is through the School's website (currently being revised). All students must have an individual faculty member who agrees, during the application review, to serve as the student's advisor. No student is admitted to the program without an advisor being assigned at the time of admission. This applies to MA/MSc, MKIN and Doctoral applicants. The benefits of a mentor model are numerous, including clarification of research and other funding support at time of application and focused supervision from the time of registration. One drawback is that some highly qualified students are not accepted because specific faculty members may have a full complement of students. The School offers competitive financial packages to highly qualified students in the form of teaching assistantships, entrance scholarships and four-year fellowships (see Finances). Individual faculty members can "top up" a financial package from external grant sources to assist with recruitment of exceptional students.

ENROLMENT – Admissions

MASTERS – RESEARCH BASED

Year	Applications	Offers	Admits
2009	29	20	15
2010	25	16	16

2011	25	12	11
2012	27	13	13
2013	27	17	12

MASTERS – COURSE BASED

Year	Applications	Offers	Admits
2009	18	9	9
2010	24	14	13
2011	42	19	19
2012	27	13	13
2013	32	14	13

DOCTORAL

Year	Applications	Offers	Admits
2009	14	13	10
2010	14	7	7
2011	17	7	6
2012	18	9	8
2013	16	7	6

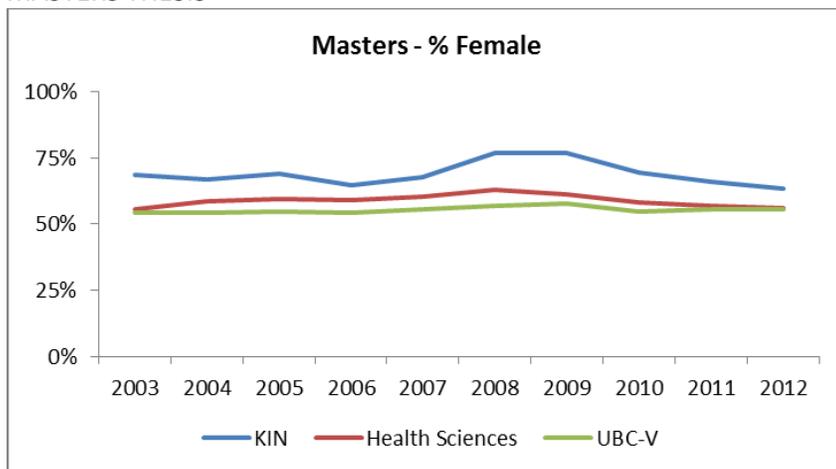
ENROLMENT – Registration

Year	MASTERS-THESIS	MASTERS-COURSE BASED	DOCTORAL
2009	47 (1)	47 (2)	34
2010	39	46 (1)	42
2011	41 (1)	23 (1)	41 (1)
2012	38 (1)	36 (2)	49 (1)
2013	34 (2)	21	43 (1)

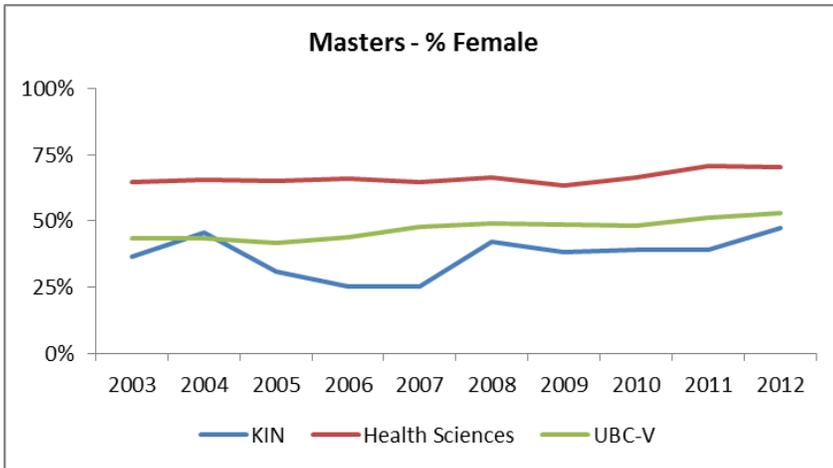
**Students who have self-identified as Aboriginal are shown in parentheses (# of students)*

ENROLMENT – Percentage Female

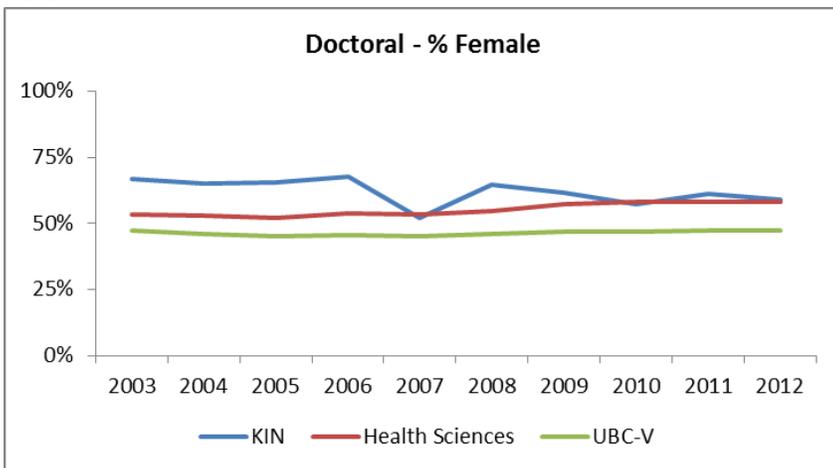
MASTERS THESIS



MASTERS COURSE BASED

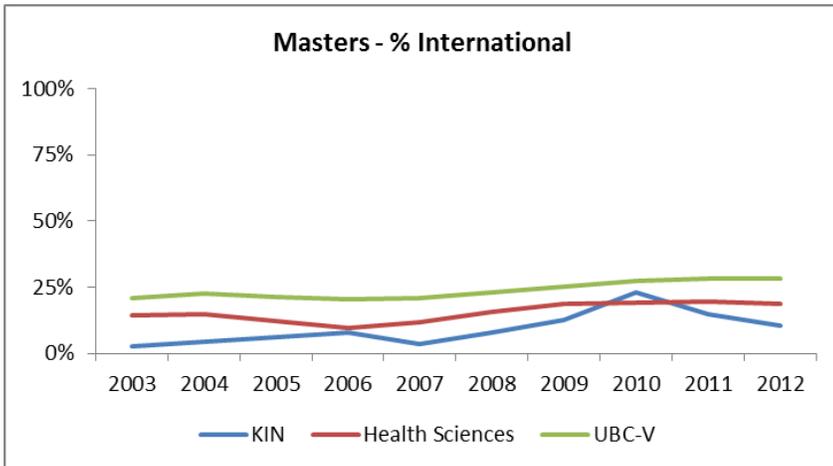


DOCTORAL

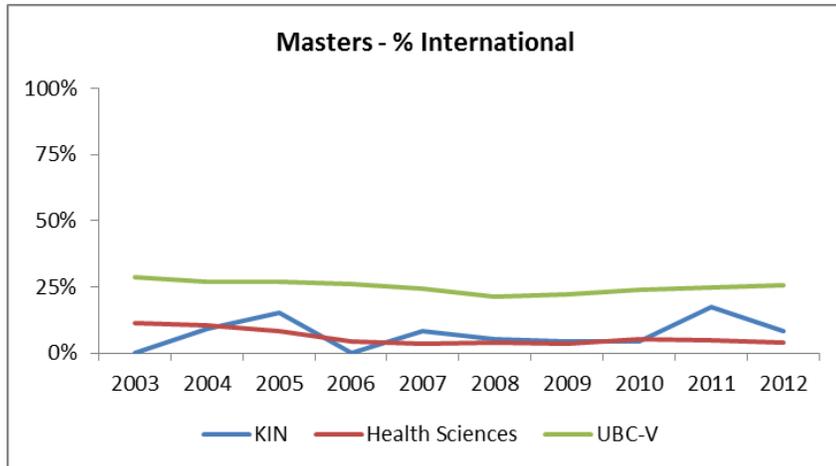


ENROLMENT – Percentage International

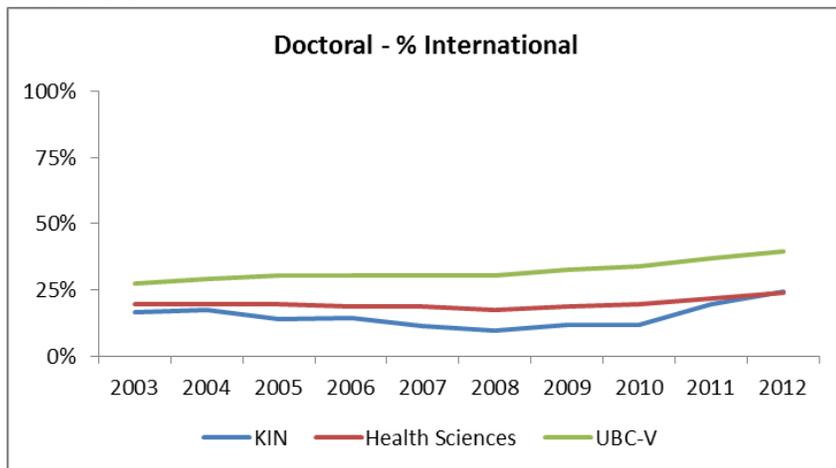
MASTERS THESIS



MASTERS COURSE BASED



DOCTORAL



TIME IN PROGRAM AND COMPLETION RATES

Data shown are cohorts that started in 2003-2006 (Masters) and 2000-2003 (Doctoral) and are followed through until the most recent graduation data available--November 2012. Outcome data excludes On Leave time. Graduate rate excludes those students who transferred programs.

MASTERS THESIS

	Grad Rate	Average Years	Grad #	LEFT-Average Years	Left #	Transfer #	Total #	Total w/o Transfers
UBC Overall	87.20%	2.57	1856	1.39	178	432	2561	2129
CIP-Health Sciences	84.89%	2.52	334	1.05	35	60	453	393
KIN	93.10%	2.81	54	3.33	4	3	61	58

MASTERS COURSE BASED

	Grad Rate	Average Years	Grad #	LEFT-Average Years	Left #	Transfer #	Total #	Total w/o Transfers
UBC Overall	78.30%	2.24	727	1.46	83	10	938	928
IP-Health Sciences	86.83%	2.35	145	1.22	17	4	171	167
KIN	87.50%	2.34	14	0.99	1	2	18	16

DOCTORAL – Research Intensive

	Grad Rate	Average Years	Grad #	LEFT-Average Years	Left #	Transfer #	Total #	Total w/o Transfers
UBC Overall	74.00%	5.55	993	2.23	287	23	1365	1342
CIP-Health Sciences	77.95%	5.32	152	1.96	39	3	198	195
KIN	73.30%	4.89	11	4.44	3	0	15	15

STRUCTURE, CURRICULUM/PEDAGOGY AND ASSESSMENT

The School has created a comprehensive handbook for graduate students in which is detailed information for students and faculty regarding courses, program requirements and policies. For more information see:

<http://kin.educ.ubc.ca/sites/kin.educ.ubc.ca/files/uploads/grad/GraduateProgramHandbook.pdf>

The structure of the graduate program varies depending on the degree being obtained. MKIN students typically undertake coursework during the first three terms and spend the final term developing and presenting a major paper. MA/MSc students spend the first two terms taking courses and developing a research theme. The final terms are spent proposing a research topic, collecting data and presenting a thesis defense. PhD students typically take no more than four years to develop and complete a research program. Comprehensive exams take place prior to the end of the 2nd year, while proposing a thesis topic and being admitted to candidacy occur before the end of the 3rd year. Defending the thesis usually happens at the end of the fourth year. The course curriculum varies across disciplines, and required course credits are decided upon in consultation with the student, supervisor and typically the supervisory committee. The School offers a number of graduate courses (see below). Students can take graduate and undergraduate courses outside of the School for credit. Assessment of graduate students is completed once per year. As per the policy of UBC's Faculty of Graduate Studies and Postdoctoral Studies, a yearly progress report is completed for all students. Please see:

<http://kin.educ.ubc.ca/sites/kin.educ.ubc.ca/files/uploads/grad/student%20forms/Program%20Outline%20and%20progress%20report%20PhD.pdf>

Graduate Courses in School of Kinesiology

KIN 500 Graduate Seminar

KIN 530A and B - Directed Studies

KIN 551 Mathematical Applications in the Study of Sport & Physical Activity

KIN 560 Models of Sport Organization

KIN 562 Bioenergetics of Physical Activity

KIN 563 Measurement of Human Motion

KIN 564 Psycho Social Aspects of Physical Activity

KIN 565 Physiological Aspects of Physical Activity

KIN 567 Human Motor Performance

KIN 568 Seminar in Human Motor Performance

KIN 570 Research Methods in Human Kinetics
 KIN 571 Qualitative Methods in Sport, Leisure, and Health Studies
 KIN 573 Seminar in Mechanical Analysis of Human Movement
 KIN 574 Seminar in Health Promotion through Physical Activity
 KIN 580 Seminar in Current Problems in Human Kinetics
 KIN 581 Sport, Leisure and Consumer Culture
 KIN 583 Physical Education, Sport and Exercise Programs
 KIN 583 Physical Education, Sport and Exercise Programs
 KIN 584 Physical Growth and Motor Development
 KIN 585 Coaching Science I
 KIN 586 Coaching Science II
 KIN 590 Seminar in Research on Teaching in Physical Education
 KIN 591 Seminar in the Organizational Analysis of Leisure and Sport
 KIN 595 Graduating Major Paper (MKIN)
 KIN 598 Directed Field Studies in Sport and Physical Activity Agencies
 KIN 599 Master's Thesis
 KIN 601 Doctoral Seminar
 KIN 699 Doctoral Thesis
 EPSE 592 Experimental Designs and Analysis in Educational Research

MENTORING

All students are mentored by an individual faculty member who agrees, during the application process, to serve as the student's advisor. No student is admitted to the program without an advisor being assigned at the time of admission. This applies to MA/MSc, MKIN and Doctoral applicants. The benefits of a mentor model are numerous including clarification of research and other funding support at time of application and focused supervision from the time of registration. One drawback is that some highly qualified students are not accepted because specific faculty members may have a full complement of students.

ENVIRONMENT RESOURCES

- Laboratory research space and office space for students and graduate faculty is provided by the School. Equipment and infrastructure within individual labs is the responsibility of the faculty member (advisor).
- Facilities are spread across multiple buildings on the UBC campus and space continues to be an ongoing problem for faculty and graduate students alike. As pointed out in previous reviews, despite the facility limitations, the research and scholarly productivity of the School's graduate students is impressive.
- The School provides a significant budget for a graduate seminar series. Here, speakers typically fly to UBC, remain for 2-3 days, present a public talk and interact with students. The series is intended to be both academically beneficial for students in the speaker's research area and to foster a sense of graduate student "community".
- One full-time program assistant is employed to administer the graduate program including admissions, graduation, scholarships and other administrative necessities.
- Two student representatives are elected from graduate student body (typically one master's and one doctoral). The representatives attend School meetings and have voting privileges.

STUDENT FINANCES

There are three main sources of significant funding available to support graduate students: (1) graduate teaching assistantships, (2) scholarships and (3) faculty research grants. Financial assistance for students to present at conferences is provided from the School (\$500 for master's students and 2 x \$500 for doctoral students), the Faculty of Education (\$750) and the Faculty of Graduate and Post-Doctoral Studies (\$500)

Teaching Assistantships

Funding for Teaching Assistants has grown as the School has expanded its focus on research activities and has worked to attract the brightest graduate students to the program. Teaching assistantships are also critical to the functioning of the undergraduate program as the new curriculum has greatly increased the number of required teaching laboratories. The actual number of students supported from this pool is determined to some extent by the wage structure mandated by the union representing the graduate student teaching assistants. The process for providing students with a teaching assistantship is determined by the collective agreement between the university and CUPE 2278. Magistral-level students funded in the first year of their program are also funded in the second year at the same level and doctoral students are funded similarly over three years. The funding for TAs has been increasing the past 5 years. This is primarily due to an increase in course enrollment (50 students per TA) in addition to increase in salary. In September 2013, CUPE 2278 ratified a 4 year agreement from September 1, 2010 – August 31, 2014 which resulted in a salary increase of ~4% for all TAs in FY13/14. It is important to recognize that the School's undergraduate program could not function without this level of TA support.

Scholarships from UBC

The School receives UBC funding to recruit exceptional graduate students. The amounts vary from year-to-year and depend upon full time enrolment, rates of completion and success with tri-council agencies. As an example, listed below are the amounts provided for 2014-15. The Graduate Committee evaluates student files in a manner consistent with procedures outlined by SSHRC, CIHR and NSERC. Funds are distributed on a 'merit' basis. These funds are important for the recruitment of international students who are ineligible for tri-agency funds. The Y2G funds are used for the support of TA'ships.

Amount 2014-2015	Name of Funding	Funding Formula	Principles for Allocation of Funding
\$14,000.00	Faculty of Education PhD Entrance Scholarship	Not applicable	For the recruitment of doctoral students only (includes internal MA to PhD); can be split between students.
\$102,737.60	Graduate Student Initiative (GSI)	Formula from FoGS based on weighted enrollment: 4 for PhD, 2 for thesis-based masters; 1 for course-based masters. Registration data from 1 Nov 2012 to 1 Nov 2013 was used to calculate weighted FTE numbers for each Faculty.	For the recruitment or retention of masters or doctoral students (i.e. can be used to support new or current students, including International students), can be allocated as single or multi-year packages. This funding is the most flexible source of funding for units.
4 Awards	Four Year Funding (4YF)	Formula from Faculty of Graduate and Post-Doctoral Studies. The calculation of the 2014-15 4YF allocations to Faculties are based on 3 factors with the following weightings: Success in Tri-Agency and	For the recruitment of top ranked applicants (incoming or continuing, domestic and international) into PhD programs. Students are guaranteed a minimum level of funding until the end of their 4 th year of PhD studies (e.g. no tri-agency/external support = \$18,000/year + tuition; with tri-agency/external support will receive the 4YF once the

		<p>UGF/Affiliated competitions over past 3 years = 85%</p> <p>Number of doctoral students in years 1-5 = 10%</p> <p>Doctoral completion rate at 7 years = 5%</p>	<p>external funding ends).</p> <p>If a grad program offers a 4YF to an incoming student, and that student chooses not to come to UBC, the grad program may re-offer the 4YF to another student.</p> <p>If a grad program offers a 4YF to an incoming student and that student is awarded a tri-agency scholarship funding in the spring/summer 2013 competition announcements, that student will automatically become a 4YF holder, and the grad program may offer the 4YF to another student.</p> <p>This funding is subject to satisfactory progress by the student in their academic program, as well as the requirement to apply for tri-agency/affiliated funding (if eligible).</p>
\$86,878.00	Year 2 Growth Funding (Y2G)		For the recruitment of incoming PhD students

Scholarships External to UBC

Students and faculty are expected to seek funds from other sources beyond the School and they have successfully competed for funds from agencies such as NSERC, SSHRC, Michael Smith Foundation for Health Research (MSFHR) and other provincial agencies. The tri-agencies have “harmonized” the master’s programs and this has resulted in a fixed number of master’s awards available to the School: 2 CIHR, 2 NSERC and 1 SSHRC. The School is also provided 1 Affiliate award by UBC to fund one additional master’s student. The number of tri-agency Doctoral students is also governed by a quota where the School can nominate 5 students. The School can also nominate 2 students for Doctoral Affiliated Awards.

Summary of Funding

The dollar amounts shown here are for known sources only and reflect the period September 2011 – August 2012 as an **example** of overall graduate student funding.

RESEARCH INTENSIVE	Doctoral (Yrs 1-4)			Average by Student Count		
	KIN	CIP-Health Sciences	UBC-Vancouver	KIN	CIP-Health Sciences	UBC-Vancouver
	Student Count	32	528	2611		
RA	\$114,062.51	\$3,783,876.11	\$18,342,878.49	\$3,564.45	\$7,166.43	\$7,025.23
TA/Lecturer	\$174,303.78	\$632,409.00	\$8,092,588.93	\$5,446.99	\$1,197.74	\$3,099.42
Other Work	\$14,069.36	\$352,587.44	\$1,519,185.93	\$439.67	\$667.78	\$581.84
External Awards	\$408,001.38	\$4,865,043.45	\$16,844,878.22	\$12,750.04	\$9,214.10	\$6,451.50
Internal Awards	\$350,674.53	\$2,940,559.97	\$20,293,357.73	\$10,958.58	\$5,569.24	\$7,772.25
Bursaries/Grants	\$6,900.00	\$37,825.00	\$133,284.00	\$215.63	\$71.64	\$51.05
Other Awards	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals	\$1,068,011.56	\$12,612,300.97	\$65,226,173.30	\$33,375.36	\$23,886.93	\$24,981.30

RESEARCH INTENSIVE	Masters (Yrs 1-2)			Average by Student Count		
	KIN	CIP-Health Sciences	UBC-Vancouver	KIN	CIP-Health Sciences	UBC-Vancouver
	Student Count	30	317	1541		
RA	\$166,781.40	\$3,108,893.55	\$9,816,186.41	\$5,559.38	\$9,807.24	\$6,370.01
TA/Lecturer	\$153,935.78	\$467,249.44	\$3,653,700.06	\$5,131.19	\$1,473.97	\$2,370.99
Other Work	\$22,818.96	\$168,658.21	\$783,284.66	\$760.63	\$532.04	\$508.30
External Awards	\$23,333.41	\$388,390.61	\$1,684,495.52	\$777.78	\$1,225.21	\$1,093.12
Internal Awards	\$73,750.00	\$536,614.40	\$3,182,283.02	\$2,458.33	\$1,692.79	\$2,065.08
Bursaries/Grants	\$0.00	\$22,250.00	\$119,174.00	\$0.00	\$70.19	\$77.34
Other Awards	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals	\$440,619.55	\$4,692,056.21	\$19,239,123.67	\$14,687.32	\$14,801.44	\$12,484.83

NON-RESEARCH/COURSE-BASED	Masters (Yrs 1-2)			Average by Student Count		
	KIN	CIP-Health Sciences	UBC-Vancouver	KIN	CIP-Health Sciences	UBC-Vancouver
	Student Count	38	134	1107		
RA	\$0.00	\$5,000.00	\$297,564.83	\$0.00	\$37.31	\$268.80
TA/Lecturer	\$32,722.49	\$32,722.49	\$108,330.51	\$861.12	\$244.20	\$97.86
Other Work	\$1,501.67	\$11,831.63	\$144,775.05	\$39.52	\$88.30	\$130.78
External Awards	\$0.00	\$3,500.00	\$105,666.84	\$0.00	\$26.12	\$95.45
Internal Awards	\$2,500.00	\$19,098.74	\$706,827.61	\$65.79	\$142.53	\$638.51
Bursaries/Grants	\$0.00	\$0.00	\$26,725.00	\$0.00	\$0.00	\$24.14
Other Awards	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals	\$36,724.16	\$72,152.86	\$1,389,889.84	\$966.43	\$538.45	\$1,255.55

GRADUATE RESEARCH STUDENT PRODUCTIVITY

The School's graduate students complete a graduate thesis (MA, MSc, PhD) or major paper (MKIN) as part of their degree completion. In addition to a thesis document or major paper, most research students present their thesis work at national and international conferences. Moreover, others have recognized the caliber of students' work where they have been successful in competing for student awards at conferences and scholarly society meetings. For example, graduate students have obtained awards from:

- North American Society for the Sociology of Sport (NASSS) Barbara Brown Student Paper Award (Ph.D.)
- International Sociology of Sport Association (ISSA) student paper award
- Canadian Psychological Association: Sport & Exercise Psychology Student Presentation Award
- Wilderness Medicine Society Researcher-in-Training Award
- Canadian Society for Motor Learning and Sport Psychology (SCAPPS): Young Scientist Award

- North American Society for the Sociology of Sport (NASSS) Barbara Brown Student Paper Award (Master's)
- Best poster, Regional Heart and Lung Festival. Vancouver, Canada
- Finalist: Graduate Student Oral Presentations Canadian Society for Exercise Physiology. Toronto, Canada
- Best Cardiovascular Clinical Poster, Regional Heart and Lung Festival, Vancouver, Canada
- Best “*Gene-Environment Interactions*” Poster, AllerGen Annual Conference. Vancouver, Canada.
- International Society for the History of Physical Education and Sport (ISHPES) Gigliola Gori Young Scholar Award (essay award)
- UBC Student Leader Recognition
- North American Society for the History of Sport (NASSH) 2013 Student Essay Award
- Canadian Society for Exercise Physiology (CSEP), Graduate Student Award – Oral Presentation (multiple finalists over last 5 years)
- W.L. McLeod Award for the best master's-level poster at the ICORD annual research meeting
- Faculty of Education Graduate Student Research Grant Philanthropic Educational Organization Scholar Award
- Aftab Patla Award for Innovation in Basic Science
- Faculty of Education Graduate Teaching Assistant Award

The productivity of graduate students can also be evaluated by examining their publication record. Many masters and doctoral theses are published in high-quality peer-reviewed journals or published as book chapters or books. In fact over 80% of all publications listed in the “Research Report” involve graduate students as lead or co-authors. For more details of graduate student and postdoctoral involvement in research publication please see the individual CVs of faculty members. Listed below are representative examples of titles of dissertation and major papers to provide evidence of the extent and quality of graduate education. Examples for each degree category are shown below.

Masters of Kinesiology (course based)

Student: Katie Lynn Chapman

Supervisor: Shannon Bredin

Major paper title: Increasing physical activity during the postpartum period is critical for women's long-term health and satisfaction of body image

Current position: Ph.D. student (UBC)

Student: Montana Molyneux

Supervisor: Richard Mosher (now retired)

Major paper title: An on-snow training program for the under 14 ski racer

Current position: Coach/trainer for the B.C. Para-Alpine Ski Team.

Student: Brian Johns

Supervisor: Maria Gallo

Major paper title: New model for the UBC Dolphins swim club

Current position: Professional swim coach

Master's - thesis based

Student: Andrea Bundon (M.A.)

Supervisor: Laura Hurd Clarke

Thesis title: 'Whatever works best for the athlete': The use and experience of complementary and alternative medicine among elite female athletes

Current position: SSHRC funded Postdoctoral Fellow at Loughborough University, UK

Representative publication: Bundon A. & Hurd Clarke L. (2014). “Keeping us from breaking”: Elite athletes’ access to and

use of complementary and alternative medicine. *Qualitative Research in Sport, Exercise and Health*, 6, 121-138.

Student: Brian Horslen (M.Sc.)

Supervisor: Mark Carpenter

Thesis title: "Postural threat-induced modulation of stretch reflex pathways in static and dynamic postural control"

Current position: PhD student (supervisor Mark Carpenter)

Representative publication:

Horslen B.C., Murnaghan C.D., Inglis J.T., Chua R. & Carpenter M.G. (2013). Effects of postural threat on spinal stretch reflexes: Evidence for increased muscle spindle sensitivity? *Journal of Neurophysiology*, 110, 899-906.

Student: Nicolien van Luijk (M.A.)

Supervisor: Wendy Frisby

Thesis title: The 2010 winter Olympic Games: (Re)framing protest

Current position: Doctoral student (UBC)

Representative publication: van Luijk N. & Frisby W. (2012). (Re)Framing of protest at the 2010 Winter Olympic Games. *International Journal of Sport Policy & Politics*, 4, 343-359.

Student: Normand Richard (M.Sc.)

Supervisor: Mike Koehle

Thesis title: Control of breathing and cardio-respiratory response to hypobaric and normobaric hypoxia

Representative publication: Richard N.A., Sahota I.S., Widmer N., Ferguson S., Sheel A.W. & Koehle M.S. (in press).

Acute mountain sickness, chemo sensitivity and cardio-respiratory response in humans exposed to hypobaric and normobaric hypoxia. *Journal of Applied Physiology*.

Current position: Certified Exercise Physiologist at Healthy Families BC, and the Physical Activity Line

Doctoral

Student: Shannon Jette

Supervisor: Patricia Vertinsky, Brian Wilson,

Thesis title: Governing risk, exercising caution: Western medical knowledge, physical activity and pregnancy

Representative publication: Jette S. (2006). Fit for two: A critical discourse analysis of oxygen fitness magazine.

Sociology of Sport Journal, 23, 331-351.

Current Position: Assistant Professor, Faculty of Public Health, University of Maryland

Student: Jordan Guenette

Supervisor: Bill Sheel

Thesis title: Respiratory mechanics and diaphragm fatigue during exercise in men and women

Representative publication: Guenette J.A., Romer L.M., Querido J.S., Chua R., Eves N.D., Road J.D., McKenzie D.C. & Sheel A.W. (2010). Sex differences in exercise-induced diaphragmatic fatigue in endurance trained athletes. *Journal of Applied Physiology*, 109, 35-46.

Current Position: Assistant Professor, School of Physical Therapy, University of British Columbia

Student: Dana Maslovat

Supervisors: Ian Franks, Nicola Hodges

Thesis title: Motor preparation changes with practice.

Representative publication: Maslovat D., Hodges N., Chua R. & Franks I.M. (2011). Motor preparation of spatially and temporally defined movements. *Journal of Neurophysiology*, 106, 885-894.

Current position: Department Chair, Langara College

Student: Katie Morton

Supervisor: Mark Beauchamp

Thesis title: The application of transformational leadership theory to parenting and adolescent health promotion

Representative publication: Morton K.L., Wilson A.H., Perlmutter L., & Beauchamp M. R. (2012). Family leadership styles and adolescent dietary and physical activity behaviors: A cross-sectional study. *International Journal of Behavioral Nutritional and Physical Activity*, 9, 1-9.

Current position: Research Associate, Cambridge University, UK

Student: Brendan Cameron

Supervisor: Romeo Chua

Thesis title: Visuomotor adaptation: contributions of awareness, online correction, and sense of agency

Representative publication: Cameron B.D., Franks I.M., Inglis J.T. & Chua R. (2012). The adaptability of self-action perception and movement control when the limb is passively versus actively moved. *Consciousness and Cognition*, 21, 4-17.

Current position: Post-doctoral Fellow, Universitat de Barcelona

POST-GRADUATION OUTCOMES

Students from the School have been successful in several distinct areas of post-graduation. First, many continue in academics where they have taken on doctoral or postdoctoral positions at UBC and other national and international universities. An increasing number of doctoral students have become successful tenure-track faculty members. Second, a number of students are now employed in government and non-government sporting organizations. Third, students have continued their careers in health professions (e.g. physiotherapy, medicine, kinesiology). Lastly, many of the MKIN students have contributed to the field as 'practitioners' such as professional coaches, teachers or entrepreneurs.

POST-DOCTORAL FELLOWS

Faculty members have attracted an increasing number post-doctoral fellows to their research programs since 2009. Funding for PDF's has come from individual faculty grants or from fellowships obtained by the post docs themselves (e.g., NSERC, CIHR, SSHRC, MSFHR, Heart & Stroke, etc.). Here is a listing of the post-doctoral fellows and the positions they hold today.

Bjerkefors, Anna (Carpenter): Research Assistant, The Swedish School of Sport and Health Sciences (GIH), Stockholm, Sweden

Burr, Jamie (Warburton): Assistant Professor, University of Prince Edward Island

Charlesworth, Sarah (Warburton): Research Associate, Vancouver Coastal Health

Chen, Zhen (Lam): ongoing PDF

Chisholm, Amanda (Lam): ongoing PDF

Dalton, Brian (Inglis, Blouin): Assistant Professor, Department of Physiology, The University of Oregon

Domingo, Antoinette (Lam): Assistant Professor, Department of Physical Therapy, San Diego State University

Foster, Glen (Sheel): Assistant Professor, Health & Exercise Sciences, University of British Columbia - Okanagan

Gatzeva, Marian (VanWynsberghe): faculty member, Kwantlen Polytechnic University

Goonetilleke, Samantha (Blouin): N/A

Harden, Samantha (Beauchamp): ongoing PDF

Hayhurst, Lyndsay (Wilson, Sundstrom): ongoing PDF

Heroux, Martin (Inglis, Blouin): Research Officer, NeuroScience Research Australia, Sydney, Australia

Jette, Shannon (Vertinsky), Assistant Professor, Faculty of Public Health, University of Maryland

Lanting, Shawnda (Koehle): Clinical Neuropsychologist, Copeman Healthcare Centre

Lohse, Keith (Hodges): Assistant Professor, Auburn University
Luu, Billy (Inglis, Blouin): Research Officer, NeuroScience Research Australia, Sydney, Australia
Martin, Luc (Beauchamp): Assistant Professor, University of Lethbridge, Canada
Maslovat, Dana (Franks): Department Chair, Langara College
Manokhina, Irina (Rupert, Robinson): ongoing PDF
Mauer, Elizabeth (VanWynsberghe): BC provincial government, Ministry of Energy and Mines
Millington, Brad (Wilson): Lecturer, University of Bath
Liu, Yan (Beauchamp): Curriculum Fellow, Harvard Medical School, Harvard University, USA.
Peters, Ryan (Inglis, Blouin): ongoing PDF
Tamminen, Katherine (Crocker): Assistant Professor, Faculty of Kinesiology and Physical Education University of Toronto
Luu, Billy (Blouin): Research Officer, NeuroScience Research Australia, Sydney, Australia

GRADUATE STUDENT REPORT 2014

The following process was used to compile this Graduate Student Report: graduate students of UBC's School of Kinesiology were encouraged to send their opinions about the strengths and weaknesses of the graduate program to two graduate student representatives. The representatives subsequently compiled this report using *all* feedback provided by the students. Opinions amongst the students varied greatly when asked about the quality of the graduate program and were summarized by the two representatives to best reflect the general opinion of the students. We have subdivided the report into several categories and have stated both the positive and negative feedback separately.

COURSES OFFERED

Positive feedback: The courses currently offered within the School of Kinesiology are interesting and provide up to date knowledge about the specific topics being taught. For instance, the quantitative research methods course provides a good basis for the students to set up scientifically sound projects during their graduate program. Also, the course requirements for both the Master's and PhD programs leave room for flexibility in course selection. This gives the students the opportunity to select the courses they feel are most beneficial to them. Finally, if courses on a specific topic are not offered within our own School, there is an opportunity to take courses offered in other faculties and departments.

Negative feedback: Some students feel that the courses offered within the School of Kinesiology are inadequate. Examples of courses that students thought should be offered include the following courses: specifics of data analysis (both signal processing and statistical); molecular exercise physiology; and cardiovascular physiology. The difficulty of course content was also a commonly raised issue. The inappropriate level of content taught in some courses is thought to be the result of the wide variety of disciplines within the School. Some students taking a course are specializing in the subject matter being taught, whereas others have had limited exposure to the material in the course. Therefore the material does not appease anyone. It is considered trivial to some yet too difficult for others.

RESEARCH QUALITY AND PRESENTING RESEARCH

Positive feedback: The School of Kinesiology is research focused and new knowledge is spread throughout the School's programme from graduate to undergraduate classes. In addition, a lot of innovative and exciting research is happening in our School with outstanding faculty members who have considerable research experience supervising the ongoing projects. This makes both the undergraduate and the graduate programs at the "cutting edge" of new developments in the field.

Negative feedback: Overall students are given few opportunities to present their research. The annual graduate student research day is a great opportunity to present, but is only organized once a year, and requires all students to be available on one given day. The communication and presentation skills of the students would benefit greatly if presentation opportunities were offered more frequently. For instance, “work in progress” and exit seminars would be a good way to offer this. This would also encourage students to give feedback on each other’s work and be aware of all the research done by the other graduate students in the School. Finally, no new professors have been hired for several years. This might limit the influx of new research ideas.

SEMINAR SERIES

Positive feedback: The School provides an opportunity for the students to attend a monthly seminar series for which guest speakers from Canadian and international universities are invited to talk about their research. The speakers for this seminar series can be from all different Kinesiology streams allowing students to learn about research being done outside of their specific areas.

Negative feedback: Although the seminar series is widely appreciated among students, it is infrequent. This limits the opportunities for students to interact and learn. It is felt that more frequent seminars with a mix of student, faculty, and guest speakers would be a great way to ensure an interactive learning environment for the students. Also, some other departments across campus run their seminar series as a 4th year class for undergraduates which might be a great way to engage undergraduate students in research.

SUPERVISION

In general, students are satisfied with the supervision received. Even though faculty members often have busy schedules, they always have time to meet with students and provide useful feedback on research projects.

FUNDING

Positive feedback: There is a great amount of funding opportunities available if students look for them. The School of Kinesiology provides several funding opportunities itself, mostly awarded on a merit base.

Negative feedback: Although there is a decent amount of funding available through the School itself or through other university sources, entrance awards are only available for students who have applied to graduate school in February for the September start date. Kinesiology specific scholarships are not available any other time. Also, there is a discrepancy in the way funding is divided amongst the students. Some students are relatively well funded, while others have no funding aside from one teaching assistantship a year. In addition, other departments seem to require a minimum salary for their students; this is not the case for Kinesiology students. Finally, there are travel grants available for students, however this is not always sufficient to cover costs made during research related trips during their graduate program.

TEACHING ASSISTANTSHIPS

Positive feedback: The School tries to offer every incoming and currently enrolled graduate student at least on teaching assistantship, and encourages students to accept these offers. This means student have the opportunity to get teaching experience throughout their graduate program.

Negative feedback: Teaching assistants are not formally trained. There is an optional workshop, but specific teaching skills are not taught. The Instructional Skills Workshop does offer training for teaching assistants, but is not specific to Kinesiology. Also, students are sometimes assigned to a course with lab sections where they do not know how to use the equipment, and thus struggle to teach their students the required techniques. The quality of teaching by teaching assistants would benefit greatly if some sort of formal training was provided. In addition, students would benefit from getting feedback on their teaching by the students in their course and/or the instructor/professor they work for. Getting this feedback is currently not formally arranged. Furthermore, there are great discrepancies between the workloads for different teaching assistantships. Some courses require a large number of classroom hours, while others require no

classroom time at all. When there is no requirement for classroom time the teaching assistant acquires little experience with teaching. This makes it more difficult for students to find teaching positions after completion of their graduate program. It would help if teaching assistants had closer interaction with the instructor/professor they work for, for instance by helping with the design of the course content. Finally, the way teaching assistantships are assigned could be made more transparent and clarification on the assignment process would be appreciated by many graduate students.

STAFF ASSISTANCE

The staff assistance and support is fantastic. Staff members do a great job of disseminating information and organizing everything for the students. The weekly newsletter is very informative and appreciated. Also, the IT support provided by staff of the School is great.

GENERAL COMMENTS ON THE SCHOOL OF KINESIOLOGY

Some students raised the fact that the School of Kinesiology encompasses many disciplines. Even though this opens up the opportunity to get familiar with research outside one's own specific area, it also means potential for the School to be non-cohesive. Faculty and students need to work harder to take advantage of the diverse skill sets within the department and do a better job of sharing knowledge between labs.

Research, Scholarly & Professional Activity

AWARDS and DISTINCTIONS (2009-2014)

2009 Fellow of American Academy for Kinesiology and Physical Education. **Franks I**

2009 The Sociology of Sport Journal's Outstanding Article Competition, Runner-Up. Wilson B

2009 Canadian Society for Exercise Physiology, Young Investigator Award. Warburton D

2010 Canadian Fanscharity Awards-Hope4all. Inspirational Honouree. McKenzie D

2010 Fellow of American Academy for Kinesiology and Physical Education. Frisby W

2010 Fellow of the Canadian Society for Psychomotor Learning and Sport Psychology. Crocker P

2010 Tier II Canada Research Chair (renewal). Carpenter M

2010 Canadian Society for Exercise Physiology Health & Fitness Program Recognition Award. Bredin S

2011 University of Alberta Alumni Award of Excellence. Bredin S

2011 BC Athletics Sports Hall of Fame Athlete, Builder and Sports Medicine Physician. Taunton J

2011 BC Sports Hall of Fame Honoree, Celebrating Women in Sports. Wilson G

2011 Peter Wall Institute for Advanced Studies Early Career Scholar Award. Hurd Clarke L

2011 The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS), Most Influential Women in Canada. Frisby W

2011 University of Guelph Sports Hall of Fame Inductee. Gallo M

2012 Burnaby Sports Hall of Fame, Builder in Sports Medicine. Taunton J

2012 Globe and Mail in their Power 50 List of major contributors to sport for 2012. Taunton J

2012 CIHR/CMAJ Top Achievements in Health Research Award. Warburton D

2012 Health Psychology (APA) Journal Reviewer Award. Beauchamp M

2012 Queen Elizabeth II Diamond Jubilee Medal. McKenzie D

2012 The Shaw/Mannell Leisure Research Award (University of Waterloo) in recognition of outstanding career achievements that have influenced leisure scholarship worldwide. Frisby W

2013 The North American Society for the Sociology of Sport Outstanding Book Competition, Honourable Mention Wilson B

2014 University of British Columbia Killam Research Fellowship. Wilson B

Research, Scholarly & Professional Activity Report

This report focuses upon the communication of research discoveries that by our faculty members for the period between 2009 and 2014. As can be seen from the “Research Highlights” the School’s focus is extremely broad and encompasses all areas of Kinesiology from the natural sciences to the social and health sciences. Research productivity is most often measured by number of refereed publications and the amount of funds awarded. This past five years has been extremely productive in both areas. The faculty have published 460 journal articles in highly ranked refereed research outlets that have “good” to “excellent” impact factors and also engage a wide audience within the specific fields of research. The faculty have also published 11 books with good publishing houses and each of these texts has received excellent reviews in both national and international media outlets (e.g. see the books described in “Research Highlights”). In addition, faculty have contributed 84 chapters to edited texts that have considerable academic impact in their field of study. This report also highlights the School’s success at gaining external and internal funding from a variety of sources. This funding is essential to support research excellence in the School. Over 90% of our research faculty hold tri-council (NSERC, SSHRC, and CIHR) funding, with many holding grants from two agencies, and one faculty member being funded by all three agencies. The total amount of funds that have come through the School’s budget over the five year period (Principal Investigator Awards) is \$6,671,270. As well, the faculty have been co-investigators on grants outside the School that total in excess of \$22 million.

The report has 3 sections:

1. **Research Highlights**
2. **Refereed Publications**
3. **Research Grants**

1. School of Kinesiology Research Highlights

(Faculty member’s names are embolden in red, IF refers to the journal’s impact factor and web links are listed)

2009-2014

Beauchamp, M.R., Barling, J., Li, Z., Morton, K. L., Keith, S. E., & Zumbo, B. D. (2010). Development and psychometric properties of the transformational teaching questionnaire, *Journal of Health Psychology*, *15*, 1123-1134. (doi:10.1177/1359105310364175) (IF 2.18) This study emanated from **Dr. Beauchamp’s** lab. It was a multi-study paper that provided evidence toward the reliability and validity of the Transformational Teaching Questionnaire (TTQ). This paper includes (a) qualitative methodologies in Study 1 to ensure that items in the TTQ exhibited strong content validity and were developmentally appropriate, (b) multilevel confirmatory factor analytic evidence to provide support for the conceptual model underpinning the TTQ (Study 2), and (c) evidence for concurrent validity (Study 3). This paper provides an essential basis to assess transformational teaching and is being used in the first randomized controlled trial designed to train physical education teachers to utilize transformational leadership as a means to foster the adoption and maintenance of active lifestyles of adolescents.

Dominelli P.B., Foster G.E., Dominelli G.S., Henderson W.R., **Koehle M.S., McKenzie D.C., & Sheel A.W.** (2013). Exercise-induced arterial hypoxaemia and the mechanics of breathing in healthy young women, *Journal of Physiology*, *591*, 3017-3034. (doi:10.1113/jphysiol.2013.252767) (IF 4.38) Recent work from **Dr. Sheel’s** lab characterized exercise-induced arterial hypoxemia (EIAH) and respiratory mechanics in a group of healthy young women during treadmill exercise. The

major findings were five-fold. First, blood gas homeostasis during treadmill exercise in healthy women is variable between subjects, but almost all aerobically trained women developed some degree of EIAH. Second, the majority of those developing EIAH do so at submaximal intensities, but with varying patterns. By analyzing the different patterns of EIAH we could better understand the underlying mechanisms. Third, untrained women with average aerobic capacities can develop EIAH. Fourth, mechanical ventilatory constraints can lead to EIAH, regardless of aerobic fitness and prevent full reversal of hypoxaemia in most subjects. Fifth, reversing mechanical constraints partially reverses EIAH in subjects who display expiratory flow limitation. These findings support the concept that untrained women can develop EIAH and that pulmonary gas exchange in healthy young women appears to be different than is commonly reported in men.

Frisby, W. (2011). Learning from the local: Promising physical activity inclusion practices for Chinese immigrant women in Vancouver, Canada. *Quest*, 63, 135-147. (doi:10.1080/00336297.2011.10483671) (IF 0.66) This paper was published following **Dr. Frisby's** "C. Lynn Vendien International Lecture" for the National Academy of Kinesiology in Williamsburg, Virginia. The findings of this research were based on a participatory action research project that examined changes needed to better promote the participation of immigrant women in community sport and recreation. Evidence suggests that participation in community sport and recreation can ease the stress associated with the settlement of an ever increasing immigrant population. Dr. Frisby and her colleagues previous research had shown there was little or no information sharing about promising inclusion practices between local, provincial, and federal sport and recreation policy makers in Canada. To begin to fill this void, interviews were conducted with Chinese immigrant women (who represent the largest immigrant group in British Columbia), 5 staff from an immigration service agency called S.U.C.C.E.S.S., and local, provincial and federal sport policy makers. A "Multiculturalism, Sport, and Physical Activity Workshop" was subsequently held at UBC to enable study participants and researchers to come together and discuss promising physical activity inclusion practices for newcomers. The inclusion practices discussed in this paper include: citizen engagement to promote mutual learning and policy/program development; working from a broader social ecological framework; improving the city's leisure access policy; and enhancing community partnerships to facilitate cross-cultural connections.

Koehle M.S., Cheng I., & Sporer B.C. (in press). Athletes and High Altitude: a position paper for the Canadian Academy of Sport and Exercise Medicine, *Clinical Journal of Sports Medicine*. The Canadian Academy of Sport and Exercise Medicine commissioned **Dr. Koehle's** lab to develop a position statement on athletes at altitude. Along with his collaborators, Dr. Koehle drafted this position statement which was formally adopted by the Board of Directors of the Canadian Academy of Sport and Exercise Medicine in 2013 and will be published in their official journal (*Clinical Journal of Sports Medicine*) in 2014.

[Matheson, G.O.](#), [Klügl, M.](#), [Engebretsen, L.](#), [Bendiksen, F.](#), [Blair, S.N.](#), [Börjesson, M.](#), [Budgett, R.](#), [Derman, W.](#), [Erdener, U.](#), [Ioannidis, J.P.](#), [Khan, K.M.](#), [Martinez, R.](#), [Van Mechelen, W.](#), [Mountjoy, M.](#), [Sallis, R.E.](#), [Schwellnus, M.](#), [Shultz, R.](#), [Soligard, T.](#), [Steffen, K.](#), [Sundberg, C.J.](#), [Weiler, R.](#), & [Ljungqvist, A.](#) (2013). Prevention and management of non-communicable disease: the IOC consensus statement, Lausanne 2013, *British Journal of Sports Medicine*, 47, 1003-1011. (doi:10.1136/bjsports-2013-093034) (IF 3.96) This paper from **Dr. Khan** and colleagues highlights the fact that exercise medicine can contribute to the immense problem of non-communicable diseases. This paper played a major role in the decision by the IOC to commit global efforts in addressing physical inactivity.

Dr. Rupert's research focus is the application of genetic technology to doping-control. He investigated the potential of high-resolution genotyping to detect blood doping. The work primarily was done by Dr. Irina Manokhina, a postdoctoral fellow who joined the lab in 2010. She determined that foreign blood cells could be detected in the circulation even when the donor blood was diluted 1/10000, demonstrating the effectiveness of a gene-based test even if the 'doper' uses sophisticated blood filtration techniques to remove the DNA-containing white blood cells from the infusion. They also showed that the test had a low false positive rate, even in individuals with a high probability of having second population of distinct cells in their blood (e.g. mothers, twins). The data was published in the journal *Analytical and Bioanalytical Chemistry* in 2013 {Manokhina, I., & **Rupert, J.L.** (2013). A DNA-based method for detecting homologous

blood doping. *Anal. Bioanal. Chem.*, 405, 9693-9701. (doi:10.1007/s00216-013-7122-8) (IF 3.66)}. There was substantial Canadian and international media interest in the project, including stories in *The Globe and Mail* and *The Washington Post*. Dr. Rupert was also invited to write an article for *The World Sports Law Report* about the test and its potential as an anti-doping tool.

In 2012 **Dr. Brian Wilson** published a solo-authored book entitled *Sport & Peace: A Sociological Perspective* with Oxford University Press (<http://www.oupcanada.com/catalog/9780195432145.html>) examining the nuanced and controversial relationship between sport and peace. The book is based on the idea that although sport is heralded as a powerful tool for social good, contributing in various ways to conflict resolution, HIV prevention, environmental initiatives, and improved international relationships (among other areas), it also continues to reflect and reproduce social inequalities in ways commonly overlooked by those invested in the sport-for-peace movement. The book examines current literature on the topic through the lens of critical social theory and offers findings and recommendations from Wilson's own research in the area. The book received 'Honourable Mention' in the North American Society for the Sociology of Sport's (NASSS) Outstanding Book Competition for books published in 2012. 'Honourable Mention' means the book was selected for the final 'round of 3' outstanding books. Fourteen books were nominated for the award for the 2012 competition.

Twenty years ago the recommendation for women with breast cancer was to avoid upper body exercise for fear of developing lymphedema, a sequelae to treatment for this cancer. **Dr. McKenzie** dispelled this myth after undertaking a long series of experiments with breast cancer patients. These studies (over 20 peer reviewed publications) continue to produce important results that are translated into clinical practice. Nine women have completed Masters and Doctoral degrees within this research lab in the School of Kinesiology and they continue to work in cancer research as physicians, assistant professors or post-doctoral fellows. A separate 'cancer gym' has been in operation now for 15 years and represents a rich research environment to study the interaction between cancer and exercise. In the next few months Dr. McKenzie's lab will publish the first randomized data, comparing exercise to control conditions, demonstrating that exercise after a cancer diagnosis can alter the course of the disease and extend survival. This is clinical exercise physiology that is affecting the quality of life in thousands of women and is likely improving survival. This research is the focus of a recent editorial from Pathways (Fall 2013 edition, *Canada's Lymphedema Magazine*. Published by the Canadian Lymphedema Framework www.canadalymph.ca), which is a magazine for physicians and health care practitioners who are involved in treating breast cancer patients.

In 2010 **Dr. Hurd Clarke** published her first book entitled *Facing age: Women growing older in anti-aging culture*. Edited by sociologist Dr. Toni Calasanti (Virginia Tech.) and published by Rowman and Littlefield, the book was the first of the 'Diversity and Aging' series. <https://rowman.com/ISBN/978-1-4422-0759-2> The book draws upon 10 years of data collection via five discrete studies and explores how women perceive and experience aging, specifically changes to their bodies, within a culture that increasingly glorifies youthfulness. To date, over 1,000 copies of the book have been sold and it has been cited 19 times in other scholarly works. Since its publication, the book has been positively reviewed by a number of media outlets and distinguished academics. For example: "Facing Age includes conversations with physicians who do nonsurgical treatments and an excellent analysis of media portrayals of the aging body as highly undesirable.... Clarke skewers the phony imagery in ads for anti-aging cosmetics, noting their battle metaphors: youthfulness if victorious, 'while agedness is beaten down into submission' and pushed to the bottom of the social hierarchy." — *Women's Review of Books*

Cameron B.D., **Franks I.M., Inglis J.T., & Chua R.** (2011). Reach adaptation to online target error. *Experimental Brain Research*, 209, 171-180. (doi:10.1007/s00221-011-2534-1) (IF 2.22) In this article and others published from his lab **Dr. Chua** asks you to consider the following scenario: Commander Chris Hadfield (Canada latest astronaut), is about to play his guitar for the first time in space. He searches for his guitar pick that is floating weightlessly off to his side. He looks, sees the pick, reaches out to grab it ... and misses. He reaches again, comes closer to his objective, but misses a second

time. He makes an adjustment, and the third attempt is the charm. In order to adapt his reach, Chris would have had to sense and process some signal indicating an error in his reach. What would this error signal be? Would it simply be the outcome at the end of the reach? Would it be the positional error between his hand and his reach target (the guitar pick)? What might Chris think is the source of the error – an inappropriate motor command to his arm muscles, or perhaps simply because his target floated away as he reached? Would he actually have to be consciously aware of the error signal? The answers might not be so simple. Dr. Chua's research has suggested that we don't necessarily have to be aware of the error signal to be able to learn from motor errors and adapt. We also don't have to rely on seeing an error (for example the discrepancy between our hand's location and the target location) at the end of our reach to sense a potential reaching error. The error signal can come during the reach and might be based on our sense of actual hand position with respect to the location of our target, or it might even be based on a nervous system's prediction of where our hand is going to be as our reaching movement unfolds (we don't even need to see our hand as we reach).

Dr. Vertinsky and co-author Dr. Chapman published her most recent book in 2010 entitled "Venus with Biceps. A Pictorial History of Muscular Women" Vancouver: Arsenal Pulp Press.

<http://www.arsenalpulp.com/bookinfo.php?index=323> In this book **Dr. Vertinsky** argues that the ambivalence about women and muscularity has a long history, as it pushes at the limits of gender identity. Images of muscular women are disconcerting, even threatening. They disrupt the equation of men with strength and women with weakness that underpins gender roles and power relations. The book has had many excellent reviews in the media. For example: "A truly fascinating tour of the hard-bodied heroines of the photographic age ... I opened the book prepared to gawk at the weirdness of a past when most women were tiny, fluffy, corseted creatures and those who weren't were sent to the freak show, but by the time I'd read it through to the end, I'd realized that nothing of any significance has occurred in the realm of thinking about women's figures for at least a hundred years. An edifying read indeed." —*The New Yorker* "A picture is worth a thousand words. *Venus with Biceps* needs only one: evocative ... From a feminist perspective, *Venus with Biceps* is a powerful depiction of muscular women. Instead of looking to the outside world to tailor to the patriarchal standard, *Venus with Biceps* showcases women exploring, shaping, sculpting their bodies and taking gender by the reigns." —*Telegraph Journal*

Forgaard, C.J., Maslovat, D., Carlsen, A.N., **Chua, R., & Franks, I.M.** (2013). Startle reveals independent preparation and initiation of the tri-phasic bursts in targeted ballistic movements *Journal of Neurophysiology*, 110, 2129-2139. (doi:10.1152/jn.00888.2012.) (IF 3.30) Historically it has been thought that for fast targeted movements, the entirety of the tri-phasic (Agonist-Antagonist-Agonist) EMG pattern of that movement is prepared in advance as a single unit and run off essentially unaffected by feedback. However, this depends on the instructions given to the participant and in certain circumstances (e.g. longer movements) the braking force supplied by the antagonist (ANT) muscle which may not be part of the motor program. The group of researchers working in **Dr. Franks'** lab were able to show that for long movements the tri-phasic pattern is not controlled as a single unit but is executed serially with the trigger signal for initiating the ANT burst occurring not in temporal proximity to the AG1 burst, but rather in relation to the expected onset of ANT.

Mang D.W., **Siegmund G.P., Inglis J.T., & Blouin J.S.** (2013). The startle response during whiplash: a protective or harmful response? *Journal of Applied Physiology*, 113, 532-540. (doi:10.1152/jappphysiol.00100.2012.) (IF 3.49) For several years **Drs. Blouin** and **Siegmund** have been studying whiplash injury prevention in automobiles. Using a state-of-the-art sled to simulate collisions, they characterized how the human body responds to rear-end impacts. In doing so they have identified the presence of a startle response within the neuromuscular reaction to a rear-end impact and their work highlights the important role of the neck muscles in the etiology of whiplash associated disorders. Drs Blouin and Siegmund are using this knowledge to develop innovative systems to reduce and potentially prevent whiplash injuries. Their most recent innovation includes a fully active car seat that changes its behaviour for different occupants and collisions. This research has been the focus of much media attention from sources such as The New Scientist, CTV, RDI and BBC Horizon. Additionally, the design earned one of their students, Daniel Mang, first prize in a Canada-wide

competition co-sponsored by the auto industry. With these innovations and their integration in future cars, it is anticipated that whiplash injuries will be a thing of the past.

Dr. Bredin was a co-project lead for designing and implementing the “Getting Games Fit” program for the 2010 Winter Olympic and Paralympic Games. This program was designed specifically to help the 25,000 volunteers of the Winter Games prepare for their role. Using the latest research and technologies in health promotion, our aim was to create the most physically fit workforce team of any Olympic and Paralympic Winter Games and to keep our volunteers safe. The success of this program has been promoted widely. Importantly, our program was associated with the lowest incidence of injuries and serious medical events in volunteers for any modern Olympic games.

In her lab **Dr. Hodges** and her students have been investigating the processes underlying action observation. In her most recent study she trained people to throw darts to different areas of a dartboard, with and without vision. Even without vision during practice, the participants’ perceptual skills improved. Both the full-vision and no-vision groups were better able to anticipate where a dart would land when watching partly occluded actions of someone else throwing a dart [Mulligan, D., & **Hodges, N.J.** (2013). Throwing in the dark: Improved prediction of action outcomes following motor training without vision of the action. *Psychological Research*, (doi:10.1007/s00426-013-0526-4) (IF 2.38)]. This research suggests that movement, rather than visual experiences drive superior anticipatory skills of trained performers. Indeed, in a follow up study, only expert dart players showed interference when anticipating the landing position of a dart when asked to additionally perform a simple motor task with the arm that would be throwing. The hypothesis that people covertly enact when they watch actions in others has also been supported by data showing that the act of watching very simple actions in others, leads to preparation of those actions in the watcher, such that they can be partially activated by a loud acoustic startle [Maslovat, D., **Chua, R., & Hodges, N.J.** (2013). When unintended movements ‘leak’ out: A startling acoustic stimulus can elicit a prepared response during motor imagery and action observation. *Neuropsychologia*, 51, 838-844. (<http://dx.doi.org/10.1016/j.neuropsychologia.2013.01.016>) (IF 3.48)]

Dr. Lam’s research program is driven by the view that advances in gait rehabilitation strategies for improving walking hinge on concepts derived from basic research on the neural control of locomotion. Her work has spanned the field and has included both mechanistic and applied clinical research in gait, as well as knowledge translation to disseminate information on rehabilitation strategies and outcome measures for spinal cord injury (SCI). Recently her lab was the first to show the potential effectiveness of robotics-applied force fields to augment gait rehabilitation in people with incomplete SCI [**Lam, T.,** Pahl, K.E., Krassioukov A., & Eng, J.J. (2011). Using robotic force fields to augment body-weight supported treadmill training: a case report in an individual with incomplete spinal cord injury. *Physical Therapy*, 91, 143-51. (doi: 10.2522/ptj.20100026) (IF 3.36). Houldin, A., Luttin, K., & **Lam T.** (2011). Locomotor adaptations and after effects to resistance during walking in individuals with spinal cord injury. *Journal of Neurophysiology*, 106, 247-258. (doi:10.1152/jn.00753.2010) (IF 3.30)]. The basis for this new approach was derived from concepts based on the role of sensory feedback pathways on flexor muscle activation during walking. The data indicated that training with robot-applied force fields is feasible in people with SCI. More importantly, the results suggest that improvements in functional ambulation extended beyond over ground walking speed. Improvements were noted in skilled walking tasks such as obstacle crossing and stair climbing, although these skills were not specifically trained, raising questions about the degree of task specificity required in rehabilitation, and the potential impact of generalization of motor adaptations.

Carpenter, M.G., Murnaghan, C.D., & **Inglis, J.T.** (2010). Shifting the balance: evidence of an exploratory role for postural sway. *Neuroscience*, 171, 196-204. (<http://dx.doi.org/10.1016/j.neuroscience.2010.08.030>) (IF 3.39). Humans and other species are unable to stand perfectly still; their bodies continuously sway during stance even during concentrated efforts to avoid such movement. Traditionally, this phenomenon has been viewed as an inability of the central nervous system (CNS) to maintain perfect equilibrium because of its reliance on feedback from sensory signals to control corrective ground-reaction forces. **Drs. Carpenter** and **Inglis**, with the assistance of their Ph.D. student Dr. Murnaghan, began using a novel method to minimize movements of the body during stance without subject awareness. They made the unique discovery that ground-reaction forces are generated independent of body sway, as evidenced by observations of

increased centre of pressure variability when postural sway is minimized experimentally. Contrary to traditional views, these results suggested that the CNS as an exploratory mechanism to ensure that continuous dynamic inputs are provided by multiple sensory systems might use postural sway. This novel paradigm has the potential to significantly shift long-standing views on balance, and questions the theoretical basis behind conventional treatment strategies for balance deficits associated with age and disease.

Jette, S., Sparks, R., Pinsky, I., Castaneda, L., & Haines, R. (2009). Youth, sports and the culture of beer drinking: Global alcohol sponsorship of sports and cultural events in Latin America, In L. Wenner, & S. Jackson (Eds.), Sport, Beer, and Gender: Promotional Culture and Contemporary Social Life, New York, NY: Peter Lang Publishing (pp. 75-95). Dr. Sparks' recent research has focused on how global consolidation in the alcohol industry is increasing the sophistication of alcohol marketing in Latin America. Of particular concern is the ability of the beer industry to circumvent national regulations and target youth through sponsorship of sports and cultural events as places for brand promotions and sales. Dr. Sparks participated as an invited delegate at the 1st Pan American Conference on Alcohol Policies, 28-30 November 2005, in Brasilia, Brazil. The meeting resulted in the Brasilia Declaration on Alcohol Public Policies and a report by the Pan American Health Organization (PAHO), titled Alcohol and Public Health in the Americas – A Case for Action (Monteiro, 2007). Dr. Sparks is continuing his research on alcohol policies with colleagues in Latin America.

2. School of Kinesiology Refereed Publication **2009-2014**

2009

Journal Articles (Total = 69)

- Adamo K.B., **Sheel A.W.**, Onywera V., Waudou J., Boit M., Wong W-M., & Tremblay M.S. (2009). Is there evidence for the nutrition and physical activity transition in Kenya? A KIDS-CAN Research Alliance pilot study. *Applied Physiology, Nutrition and Metabolism*, *34*, 267-268.
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- Bjerkefors A., **Carpenter M.G.**, Cresswell A.G., & Thorstensson A. (2009). Trunk muscle activation in a person with clinically complete thoracic spinal cord injury. *Journal of Rehabilitative Medicine*, *41*, 390-392.
- Blouin J.S.**, Walsh L.D., Nickolls P., & Gandevia S.C. (2009). High-frequency submaximal stimulation over muscle evokes centrally generated forces in human upper limb skeletal muscles. *Journal of Applied Physiology*, *106*, 370-377.
- Breslin G., **Hodges N.J.**, & Williams A.M. (2009). The effect of information load and time on observational learning. *Research Quarterly For Exercise And Sport*, *80*, 480-490.
- Cameron B.D., Cressman E.K., **Franks I.M.**, & **Chua R.** (2009). Cognitive constraint on the 'automatic pilot' for the hand: Movement intention influences the hand's susceptibility to involuntary online corrections. *Consciousness and Cognition*, *18*, 646-652.
- Cameron B.D., Enns J.T., **Franks I.M.**, & **Chua R.** (2009). The hand's automatic pilot can update visual information while the eye is in motion. *Experimental Brain Research*, *195*, 445-454.
- Campbell A.D., Dakin C., & **Carpenter M.G.** (2009) Trace conditioning of automatic postural reflexes *Neuroscience*, *164*, 986-997.
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- Cawsey R., **Chua R.**, **Carpenter M.G.**, & Sanderson D.J. (2009). To what extent can increasing the magnification of visual feedback of the path of the centre of pressure change the control of quiet stance? *Gait & Posture*, *29*, 280-284.

- Davis J.C., Robertson M.C., Ashe M.C., Liu-Ambrose T., **Khan K.M.**, & Marra C.A. (2009). Does a home based strength and balance programme in people aged ≥ 80 years provide the best value for money to prevent falls?: A systematic review of economic evaluations of falls prevention interventions. *British Journal of Sports Medicine*, *44*, 80-89.
- Davis J.R., Campbell A.D., Adkin A.L., & **Carpenter M.G.** (2009). The relationship between fear of falling and human postural control. *Gait & Posture*, *29*, 275-279.
- Donaldson M.G., Sobolev B., Cook W.L., Janssen P.A., & **Khan K.M.** (2009). Analysis of recurrent events: a systematic review of randomized controlled trials of interventions to prevent falls. *Age & Ageing*, *38*, 151-155.
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- Frisby W.**, Maguire P. & Reid C. (2009). The 'f' word has everything to do with it: How feminist theories inform action research. *Action*, *7*, 13-19.
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- Kerr J.H.** (2009). An analysis of recent incidents of on-field violence in sport: Inconsistencies in legal decisions and additional considerations from psychology. *Aggressive Behavior*, *35*, 41-48.
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2013

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- Beauchamp M.R.,** Liu Y, Morton K.L., Martin L. J., Wilson A. H., Wilson A. J., Sylvester B. D., Zumbo B. D., & Barling J. (in press). Transformational teaching and adolescent physical activity: Multilevel and mediational effects. *International Journal of Behavioral Medicine*.
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- Richard N., **Sheel A.W.**, & **Koehle M.S.** (in press) Discerning normobaric and hypobaric hypoxia: significance of exposure duration. *Journal of Applied Physiology*.
- Richard N.A., Sahota I.S., Widmer N., Ferguson S., **Sheel A.W.**, & **Koehle M.S.** (in press). Acute mountain sickness, chemosensitivity and cardio-respiratory responses in humans exposed to hypobaric and normobaric hypoxia. *Journal of Applied Physiology*.
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- Vertinsky P.** (in press). Ida Rubinstein: Dancing, decadence and the art of beautiful poses. *NASHIM: A Journal of Jewish Women's Studies and Gender Issues*.
- Vertinsky P.** (in press). Perfect bodies: Sports, medicine and immortality. *International Journal of Sport History*.
- Vertinsky P.** (in press). Yoga comes to American physical education: Josephine Rathbone and corrective physical education. *Journal of Sport History*.
- Wilson, B.**, Van Luijk, N., & Boit, M. (in press). When Celebrity Athletes are 'Social Movement Entrepreneurs': A Study of the Role of Elite Runners in Run-for- Peace Events in Post-conflict Kenya in 2008. *International Review for the Sociology of Sport*.

Books (Total = 1)

- Vertinsky P.** (in press). *Modernism and Physical Culture*, *Routledge Encyclopedia of Modernism*. New York, NY: Routledge

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- Beauchamp M.R.** (in press). Leadership in sport: Transactional and transformational. In R. C. Eklund & G. Tennenbaum (Eds.). *Encyclopedia of sport and exercise psychology*. Thousand Oaks, CA: Sage Publications.
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- Frisby W.** & Ponc P. (in press). Sport and social inclusion policy. In L. Thibault & J. Harvey (Eds.). *Sport Policy in Canada*. Ottawa, ON: University of Ottawa Press.
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- Gunnell K.E., Schellenberg B.J.I., Wilson P.M., **Crocker P.R.E.**, Mack D.E., & Zumbo B.D. (in press). A review of validity evidence presented in the Journal of Sport and Exercise Psychology (2002-2012): Misconceptions and recommendations for validation research. In B.D. Zumbo & K.H. Chan (Eds.). *Validity And Validation in Social, Behavioral, And Health Sciences*. New York, NY: Springer Press.
- Harwood C.G., **Beauchamp M.R.**, & Keegan R.J. (in press). Group functioning through optimal achievement goals. In **M.R. Beauchamp** & M.A. Eys (Eds.). *Group Dynamics In Exercise And Sport Psychology (2nd edition)*. New York, NY: Psychology Press.
- Jackson B., Bray S.R., **Beauchamp M.R.**, & Howle T.C. (in press). The tripartite efficacy framework in physical activity contexts. In S. Hanton & S. Mellalieu (Eds.). *Contemporary Advances In Sport Psychology: A Review*. New York, NY: Routledge.
- Lee D., **Frisby W.** & Ponc P. (in press). Promoting the mental health of immigrant women by transforming community physical activity. In L. Greaves, A. Pederson & N. Poole (Eds.). *Gender Transformative Health Promotion For Women*. Toronto, ON: Canadian Scholars Press.
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- Millington B. & **Wilson B.** (2014). The masters of nature: Golf, on-humans, and consumer culture. In J. Gillett & M. Gilbert (Eds.). *Sport, Animals & Society*. (pp. 52-66). New York, NY: Routledge.
- Morton K.L., Sylvester B., Wilson A.J., Lonsdale C., & **Beauchamp M.R.** (in press). Transformational leadership. In A. G. Papaioannou & D. Hackfort (Eds.). *Routledge Companion To Sport And Exercise Psychology: Global Perspectives And Fundamental Concepts*. New York, NY: Routledge.
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- Vertinsky P.** (2014). The dancing body, sexuality and the emergence of the new woman. In J. Hargreaves & E. Anderson (Eds.). *Routledge Handbook of Gender and Sexuality in Sport*. (pp. 39-47). New York, NY: Routledge.
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- Vertinsky P.**, Wells C. & Van Veen S. (2014). Fairness as a floating signifier: Seeking gender justice in elite sport, in play, games and sport: In M. Vaczi (Ed.). *Bodies of Practice, Communities of Desire, Centre for Basque Studies*. (pp. ??) Las Vegas, Nevada: University of Nevada Press.
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3. School of Kinesiology Research Grants

2009-2014

Principal Investigator

(External and Internal Awards) – table below

External Grants 2009-2010

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
BC Sports Med.		\$ 3,500	Koehle	Balance and cognitive function at altitude
BC Sports Med.		\$ 4,900	Koehle	An investigation of extravascular lung water during exercise
BCKDF		\$ 59,536	Beauchamp	Psychology of Exercise, Health, and Physical Activity Laboratory (PEHPA Lab)
CFI	Canadian matching funds	\$ 31,280	Blouin	Neurophysiology of the cervical spine
CFI	Infrastructure	\$ 7,231	Lam	CFI Infrastructure Operating Fund
CFI	Leaders Opportunity Fund	\$ 59,536	Beauchamp	Psychology of Exercise, Health, and Physical Activity Laboratory (PEHPA Lab)
CFI	US Matching Funds	\$ 37,766	Blouin	Neurophysiology of the cervical spine
CFI	US Matching Funds	\$ 19,692	Rupert	Hypoxia metabolic, exercise and environmental research room
Canadian Breast Cancer	Research Grant	\$ 35,000	Warburton	A pilot study testing the effectiveness of interactive video games on health status
CIHR	Doctoral Award	\$ 5,000	Rupert	The genetics and behaviours of risk-inclined populations
CIHR	Doctoral Award	\$ 1,000	McKenzie	Exercise as a therapeutic tool to improve chemo recovery rates in breast cancer survivors
CIHR	New Investigator	\$ 58,500	Sheel	Pulmonary system limitations to exercise in women
CIHR	New Investigator	\$ 60,000	Blouin	Startle reflexes and whiplash injuries
CIHR	New Investigator	\$ 5,000	Hodges	Action observation in people with Down syndrome
CIHR	New Investigator	\$ 45,000	Lam	Neural and biomechanical control of turning in people with stroke
CIHR	New Investigator	\$ 58,500	Warburton	Action schools BC
CIHR	Foreign Study Scholarship	\$ 6,000	Rupert	The genetics and behaviours of risk-inclined populations
CIHR	Meetings, Planning Grant	\$ 15,000	Warburton	Optimizing the physical activity support line (PAL) to improve the health status of Canadians
CIHR	Priority Announcement	\$ 75,319	Lam	Neural and biomechanical control of turning in people with stroke
Addiction and Mental Health		\$ 4,200	Sparks	An examination of the dynamics of the youth illicit cigarette market.
Chiropractic Foundation		\$ 100,000	School HK	Chiropractic Research Foundation Professorship in Spine Biomechanics/Neuro-Physiology
Christopher Reeve Foundation		\$ 46,932	Lam	Influence of proprioceptive input on adaptive muscle activity in people with iSCI
Fraser Basin Council		\$ 25,000	Koehle	Vascular function and exercise in polluted environments
Heart and Stroke	Doctoral Research Award	\$ 445	Sheel	An integrated approach to understanding stroke at high altitude
Heart and Stroke	Doctoral Research Award	\$ 1,000	Sheel	Can hyperoxia enhance the baroreflex in patients with obstructive sleep apnea?
MSF	Seed Grant	\$ 7,500	Rupert	Athletes and addicts
MSF	Establishment Grant	\$ 37,238	Blouin	Role of the startle reflex and cervical multifidus in whiplash injury
MSF	Junior Graduate Award	\$ 2,292	Sheel	Muscle metaboreflex during exercise in chronic obstructive pulmonary disease
MSF	Junior Graduate Award	\$ 1,042	Blouin	Spatial modulation of vestibular reflexes by the cerebellum
MSF	Junior Graduate Award	\$ 1,250	McKenzie	Exercise intensity prescription in breast cancer patients undergoing chemo treatment
MSF	Junior Graduate Award	\$ 1,042	Sheel	Effect of intermittent hypoxic and hypercapnic protocols on cerebral blood flow regulation
MSF	Junior Graduate Award	\$ 2,500	Sheel	Can intrapulmonary arteriovenous shunting explain exercise-induced arterial hypoxemia?

MSF	Matching Establishment Grant	\$ 25,000	Blouin	Role of the startle reflex and cervical multifidus in whiplash injury
MSF	Postdoc Trainee Fellowship	\$ 39,000	Inglis	Peripheral neurophysiological basis of sensorimotor deficits in essential tremor patients
MSF	Scholar Award	\$ 80,000	Beauchamp	Transformational teaching and physical activity adherence among adolescents
MSF	Scholar Award	\$ 35,000	Blouin	Role of startle reflex and cervical multifidus in whiplash injury
MSF	Scholar Award	\$ 80,000	Hurd Clarke	Non-surgical cosmetic procedures
MSF	Scholar Award	\$ 22,500	Warburton	The link between cardiovascular and bone health
MSF	Senior Graduate Award	\$ 2,292	Sheel	Expiratory flow limits, dynamic hyperinflation, respiratory muscle fatigue during exercise
MSF	Senior Graduate Award	\$ 750	Sheel	The effect of hyperoxia on baroreflex function in patients with sleep apnea
MSF	Senior Graduate Award	\$ 1,042	Warburton	Acute exercise in individuals with spinal cord injury
MSF	Senior Graduate Award	\$ 1,042	Warburton	Effects of sildenafil on cardiac/lung function in heart transplant patients during exercise
NSERC	Discovery Grant- Accelerator	\$ 40,000	Inglis	Sensory contributions to human movement and balance
NSERC	Discovery Grants Program - Ind	\$ 25,750	Blouin	Neurophysiology of human neck and lower limb motoneurons
NSERC	Discovery Grants Program - Ind	\$ 24,000	Carpenter	Central and peripheral mechanisms controlling human balance control
NSERC	Discovery Grants Program - Ind	\$ 30,000	Chua	Sensory and perceptual contributions to the preparation and execution of action
NSERC	Discovery Grants Program - Ind	\$ 35,000	Franks	Preparation and control of rapid voluntary movements
NSERC	Discovery Grants Program - Ind	\$ 36,290	Inglis	Sensory contributions to human movement and balance
NSERC	Discovery Grants Program - Ind	\$ 23,750	Lam	Generalization of internal models of the legs for walking
NSERC	Discovery Grants Program - Ind	\$ 23,168	Sheel	Respiratory and neurovascular adaptation to physiological stress
NSERC	Discovery Grants Program - Ind	\$ 21,000	Siegmund	Gender Differences in Neck Biomechanics Relevant to Whiplash Injury
NSERC	Discovery Grants Program - Ind	\$ 21,362	Warburton	Pericardium-mediated left/right ventricular interaction in humans during phys. stress
SSHRC	Standard Research Grants	\$ 12,500	Crocker	Physical self-conscious emotions
SSHRC	Standard Research Grants	\$ 48,048	Hodges	Practice variability in motor skill learning
SSHRC	Standard Research Grants	\$ 32,872	Hurd Clarke	Body Image and Identity
SSHRC	Standard Research Grants	\$ 27,365	Vertinsky	Physical education and somaesthetics
SSHRC	Standard Research Grants	\$ 3,750	Vertinsky	RTS: Physical education and somaesthetics
SSHRC	Standard Research Grants	\$ 30,701	Wilson	Corporate environmentalism and the Canadian golf industry
AUTO21 -NCE	Research	\$ 14,000	Blouin	Reducing Occupant Injury in Rear End Collisions
AUTO21 -NCE	Research	\$ 7,000	Siegmund	Reducing Occupant Injury in Rear End Collisions
VANOC		\$ 10,267	Sparks	The Olympic Games Impact Study
VANOC		\$ 10,000	Sparks	Olympic Games Impact Research
	Total Awards	\$ 1,581,650		

Internal Grants 2009-2010

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
UBC Dean of Education	Start Up Funds	\$ 20,000	Carpenter	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 33,625	Beauchamp	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 30,000	Hurd Clarke	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 12,000	Kennedy	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 30,000	Warburton	New faculty start-up award
UBC Human Kinetics		\$ 30,000	Sheel	Can long-lasting sympathetic activation following exposure to hypoxia be turned off?
UBC Human Kinetics		\$ 3,750	Vertinsky	Physical education and somaesthetics
UBC Faculty of Education	Graduate Research Program	\$ 1,000	McKenzie	The Advanced Breast Cancer Exercise Intervention
UBC Faculty of Education	Graduate Research Program	\$ 833	McKenzie	Comparison of aerobic exercise intensity prescription methods among breast cancer patients
UBC Faculty of Education	Graduate Research Program	\$ 833	Warburton	Effects of cold acclimation on cardiovascular function in healthy young males
UBC Faculty of Education		\$ 12,000	Gallo	New faculty start-up grant
UBC HSS	Conference Travel Grants	\$ 1,500	Vertinsky	Congress of the International Society of PE and Sport/British history of sport conference
UBC Martha Piper Fund		\$ 25,000	Sheel	Kenyan running
UBC Research Services	Research Support	\$ 6,000	Rupert	Research support - Biomedical ethical issues in sports
	Total Awards	\$ 206,541		

External Grants 2010-2011

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
AUTO21- NCE	Research	\$ 12,500	Blouin	Prevention: Reducing Occupant Injury in Rear End Collisions
AUTO21- NCE	Research	\$ 8,000	Siegmund	Prevention: Reducing Occupant Injury in Rear End Collisions
BC Knowledge Dev. Fund		\$ 61,326	Carpenter	Physiological and psychological origins of balance disorders
BC Min. of Small Business		\$ 3,750	Warburton	Evaluating the potential benefits of using the openPAW in persons with spinal cord injury
Canadian Sports Med	Research	\$ 7,500	Koehle	Investigation of extravascular lung water during exercise
CFI	Infrastructure Operating Fund	\$ 6,384	Lam	CFI Infrastructure Operating Fund
CFI	Canadian matching funds	\$ 18,545	Carpenter	Physiological and psychological origins of balance disorders
CFI	Infrastructure Operating Fund	\$ 10,000	Blouin	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 1,374	Rupert	CFI Infrastructure Operating Fund
CFI	Leaders Opportunity Fund	\$ 61,326	Carpenter	Physiological and psychological origins of balance disorders
CFI	Other Matching Funds	\$ 15,282	Carpenter	Physiological and psychological origins of balance disorders
CFI	Canadian matching funds	\$ 4,802	Koehle	Pharmacogenomics of Inhaled Beta2-agonists on Athletic Performance in Athletes
CIHR	CIHR New Investigator	\$ 14,625	Sheel	Pulmonary system limitations to exercise in women
CIHR	CIHR New Investigator	\$ 14,625	Warburton	Action schools BC
CIHR	CIHR New Investigator	\$ 60,000	Blouin	Startle reflexes and whiplash injuries
CIHR	CIHR New Investigator	\$ 60,000	Lam	Neural and biomechanical control of turning in people with stroke
CIHR	CIHR New Investigator	\$ 60,000	Hodges	Action observation in people with Down syndrome
CIHR	Operating Grant	\$ 49,236	Beauchamp	Transformational teaching and adolescent physical activity promotion
CIHR	CIHR Doctoral Research Award	\$ 5,000	Beauchamp	Role of parental involvement in a multidisciplinary childhood obesity treatment program
CIHR	Meetings/Planning/Dissemination	\$ 10,000	Warburton	International consensus meeting
MSF	Scholar Award	\$ 66,667	Hurd Clarke	Non-surgical cosmetic procedures: Health, body image and aging
MSF	Scholar Award	\$ 35,000	Blouin	Role of startle reflex and cervical multifidus in whiplash injury
MSF	Scholar Award	\$ 80,000	Beauchamp	Transformational teaching and physical activity adherence among adolescents
NSERC	Discovery Grants Program - Ind	\$ 15,809	Hodges	Perceptual and motor constraints in learning coordination skills
NSERC	Discovery Grants Program - Ind	\$ 24,000	Carpenter	Central and peripheral mechanisms controlling human balance control
NSERC	Discovery Grants Program - Ind	\$ 23,168	Sheel	Respiratory and neurovascular adaptation to physiological stress
NSERC	Discovery Grants Program - Ind	\$ 36,290	Inglis	Sensory contributions to human movement and balance
NSERC	Discovery Grants Program - Ind	\$ 25,750	Blouin	Neurophysiology of human neck and lower limb motoneurons
NSERC	Discovery Grants Program - Ind	\$ 21,000	Siegmund	Gender Differences in Neck Biomechanics Relevant to Whiplash Injury
NSERC	Discovery Grants Program - Ind	\$ 35,000	Franks	Preparation and control of rapid voluntary movements
NSERC	Discovery Grants Program - Ind	\$ 30,000	Chua	Sensory and perceptual contributions to the preparation and execution of action

NSERC	Discovery Grants Program - Ind	\$ 27,000	Warburton	A new twist on the cardiac response to physiological stress in humans
NSERC	Discovery Grants Program - Ind	\$ 23,750	Lam	Generalization of internal models of the legs for walking
SOC Robotics, Inc.		\$ 3,750	Warburton	Evaluating the potential benefits of using the openPAW in persons with spinal cord injury
SSHRC	Standard Research Grants	\$ 23,512	Hurd Clarke	Body Image and Identity
SSHRC	Standard Research Grants	\$ 13,653	Wilson	Corporate environmentalism and the Canadian golf industry
SSHRC	Standard Research Grants	\$ 61,073	Hodges	Practice variability in motor skill learning
SSHRC	Standard Research Grants	\$ 33,392	Vertinsky	Physical education and somaesthetics
SSHRC	Standard Research Grants	\$ 3,750	Vertinsky	Physical education and somaesthetics
SSHRC	Standard Research Grants	\$ 28,500	Crocker	Coping with stressful competitive athletic performance
	Total Awards	\$ 1,095,339		

Internal Grants 2010-2011				
AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
UBC Education		\$ 20,000	Hodges	New faculty start-up grant
UBC Education		\$ 44,375	Lam	New faculty start-up grant
UBC Education		\$ 5,000	Blouin	New faculty start-up grant
UBC Human Kinetics		\$ 3,750	Vertinsky	RTS: SSHRC
UBC Human Kinetics		\$ 22,500	Hodges	New investigator award
UBC Human Kinetics		\$ 18,000	Franks	Sport analysis
UBC Human Kinetics		\$ 27,064	Vertinsky	Cultural globalization
UBC VPR Research	VPR Research Development Fund	\$ 5,000	Sparks	Paralympic games impact study
	Total Awards	\$ 145,689		

External Grants 2011-2012

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
AUTO21 -NCE	Research	\$ 8,000	Blouin	Prevention of injury from whiplash
BC		\$ 4,500	Sparks	Development of an environmental impact assessment tool for sports events
BC		\$ 35,000	Koehle	Evaluating new methods for monitoring cognitive health
BC		\$ 3,750	Warburton	The development of web-based knowledge translation tools for exercise prescription
CFI	Infrastructure Operating Fund	\$ 2,120	Lam	CFI Infrastructure Operating Fund
CFI	Matching funds	\$ 8,534	Rupert	Hypoxia metabolic, exercise and environmental research room
CFI	Matching funds	\$ 7,467	Beauchamp	Psychology of Exercise, Health, and Physical Activity Laboratory
CFI	Infrastructure Operating Fund	\$ 942	Blouin	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 5,601	Rupert	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 3,680	Carpenter	CFI Infrastructure Operating Fund
CIHR	CIHR New Investigator	\$ 60,000	Blouin	Startle reflexes and whiplash injuries
CIHR	CIHR New Investigator	\$ 60,000	Lam	Neural and biomechanical control of turning in people with stroke
CIHR	CIHR New Investigator	\$ 60,000	Hodges	Action observation in people with Down syndrome
CIHR	Operating Grant	\$ 131,448	Beauchamp	Transformational teaching and adolescent physical activity promotion
CIHR	CIHR Doctoral Research Award	\$ 5,000	Beauchamp	Parental involvement in a group-based multidisciplinary childhood obesity treatment program
CIHR	Meetings and Planning Grant	\$ 25,000	Bredin	The development of exercises prescription guidelines for prominent medical conditions
Copeman Health Centre		\$ 30,000	Koehle	Evaluating new methods for monitoring cognitive health
MSF	Scholar Award	\$ 35,000	Blouin	Role of startle reflex and cervical multifidus in whiplash injury
MSF	Scholar Award	\$ 80,000	Beauchamp	Transformational teaching and physical activity adherence among adolescents
NSERC	Discovery Grants Program - Ind	\$ 23,168	Sheel	Respiratory and neurovascular adaptation to physiological stress
NSERC	Discovery Grants Program - Ind	\$ 36,290	Inglis	Sensory contributions to human movement and balance
NSERC	Discovery Grants Program - Ind	\$ 23,750	Lam	Generalization of internal models of the legs for walking
NSERC	Discovery Grants Program - Ind	\$ 25,750	Blouin	Neurophysiology of human neck and lower limb motoneurons
NSERC	Discovery Grants Program - Ind	\$ 35,000	Franks	Preparation and control of rapid voluntary movements
NSERC	Discovery Grants Program - Ind	\$ 30,000	Chua	Sensory and perceptual contributions to the preparation and execution of goal-directed action
NSERC	Discovery Grants Program - Ind	\$ 21,000	Siegmund	Gender Differences in Neck Biomechanics Relevant to Whiplash Injury
NSERC	Discovery Grants Program - Ind	\$ 40,000	Carpenter	Central and peripheral mechanisms contributing to human balance control
NSERC	Discovery Grants Program - Ind	\$ 24,000	Rupert	The genetics of altitude acclimitisation in humans
NSERC	Discovery Grants Program - Ind	\$ 40,000	Hodges	Perception-action mediation in sensory-motor learning: observational and motor practice
NSERC	Discovery Grants Program - Ind	\$ 27,000	Warburton	New twist on the cardiac response to physiological stress in humans
NSERC	Discovery Grants Program - Ind	\$ 29,000	Koehle	Mechanisms of environmental stress on human physiology

Quantis International		\$ 4,500	Sparks	Development of an environmental impact assessment tool for sports events
SSHRC	Standard Research Grants	\$ 56,648	Hodges	Practice variability in motor skill learning
SSHRC	Standard Research Grants	\$ 28,168	Vertinsky	Physical education and somaesthetics
SSHRC	RTS	\$ 3,750	Vertinsky	Physical education and somaesthetics
SSHRC	Standard Research Grants	\$ 35,500	Crocker	Coping with stressful competitive athletic performance
SSHRC	Standard Research Grants	\$ 33,096	Frisby	Learning from the local
SSHRC	Standard Research Grants	\$ 40,863	Beauchamp	Transformational teaching and PE engagement among elementary school children
Economic Diversification		\$ 7,500	Warburton	The development of web-based knowledge translation tools for exercise prescription
WorkSafe BC	Research Training Award	\$ 2,500	Koehle	Exercise and diving
	Total Awards	\$ 1,133,525		

Internal Grants 2011-2012				
AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
UBC Dean of Education		\$ 35,625	Blouin	New faculty start-up grant
UBC Dean of Education		\$ 22,500	Hodges	New faculty start-up grant
UBC Dean of Education		\$ 22,500	Lam	New faculty start-up grant
UBC Human Kinetics		\$ 30,000	Beauchamp	New faculty start-up grant
UBC Human Kinetics		\$ 5,000	Inglis	Sensory control of standing balance
UBC Human Kinetics		\$ 3,750	Vertinsky	RTS: SSHRC
UBC Human Kinetics		\$ 5,000	Wilson	Running for peace' in Iten, Kenya
UBC Faculty of Education	Graduate Student Research Program	\$ 850	Koehle	Effects of exposure to simulated air pollution of endurance performance
UBC Faculty of Education	Graduate Student Research Program	\$ 850	McKenzie	Pulmonary edema and asthma in individuals exposed to chlorinated pools
UBC Faculty of Education	Graduate Student Research Program	\$ 1,000	Sheel	Role of oxidative stress in cerebrovascular dysfunction following intermittent hypoxia
	Total Awards	\$ 127,075		

External Grants 2012-2013

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
AUTO21 - NCE	Research	\$ 39,000	Blouin	Rear end impacts - reducing occupant injury through new concepts in seat design
AUTO21 - NCE	Research	\$ 41,000	Siegmund	Rear end impacts - reducing occupant injury through new concepts in seat design
BC		\$ 35,000	Koehle	Evaluating new methods for monitoring cognitive health
CFI	Infrastructure Operating Fund	\$ 4,265	Lam	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 14,207	Blouin	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 9,800	Beauchamp	CFI Infrastructure Operating Fund
CIHR	CIHR New Investigator	\$ 15,000	Blouin	Startle reflexes and whiplash injuries
CIHR	CIHR New Investigator	\$ 30,000	Lam	Neural and biomechanical control of turning in people with stroke
CIHR	CIHR New Investigator	\$ 60,000	Hodges	Action observation in people with Down syndrome
CIHR	CIHR Doctoral Research Award	\$ 5,000	Beauchamp	Role of parental involvement in a multidisciplinary childhood obesity treatment program
CIHR	Operating Grant	\$ 12,000	Beauchamp	A self-categorization approach to fostering physical activity adherence among older adults
Copeman Health Centre		\$ 27,500	Koehle	Evaluating new methods for monitoring cognitive health
Fed. Indirect Costs Program		\$ 62,598	Sparks	2012-13 Indirect Cost - UBCV School of Kinesiology
MSF	Scholar Award	\$ 68,750	Blouin	Role of startle reflex and cervical multifidus in whiplash injury
MSF	Scholar Award	\$ 80,000	Beauchamp	Transformational teaching and physical activity adherence among adolescents.
NSERC	Discovery Grants Program - Ind	\$ 23,750	Lam	Generalization of internal models of the legs for walking
NSERC	Discovery Grants Program - Ind	\$ 25,750	Blouin	Neurophysiology of human neck and lower limb motoneurons
NSERC	Discovery Grants Program - Ind	\$ 35,000	Franks	Preparation and control of rapid voluntary movements
NSERC	Discovery Grants Program - Ind	\$ 30,000	Chua	Sensory and perceptual contributions to the preparation and execution of action
NSERC	Discovery Grants Program - Ind	\$ 21,000	Siegmund	Gender Differences in Neck Biomechanics Relevant to Whiplash Injury
NSERC	Discovery Grants Program - Ind	\$ 24,000	Rupert	The genetics of altitude acclimitisation in humans
NSERC	Discovery Grants Program - Ind	\$ 40,000	Hodges	Perception-action mediation in sensory-motor learning: observational and motor practice
NSERC	Discovery Grants Program - Ind	\$ 40,000	Carpenter	Central and peripheral mechanisms contributing to human balance control
NSERC	Discovery Grants Program - Ind	\$ 27,000	Warburton	New twist on the cardiac response to physiological stress in humans
NSERC	Discovery Grants Program - Ind	\$ 29,000	Koehle	Mechanisms of environmental stress on human physiology
NSERC	Discovery Grants Program - Ind	\$ 47,000	Sheel	Respiratory and neurovascular adaptation to physiological stress
NSERC	Discovery Grants Program - Ind	\$ 47,000	Inglis	Sensory contributions to human movement and balance
Ont. Education		\$ 59,665	Beauchamp	Go girls! program evaluation
SSHRC	Standard Research Grants	\$ 35,500	Crocker	Coping with stressful competitive athletic performance.
SSHRC	Standard Research Grants	\$ 33,859	Frisby	Learning from the local
SSHRC	Standard Research Grants	\$ 48,732	Beauchamp	Transformational teaching and PE engagement among elementary school children

SSHRC	Insight Grants	\$ 17,872	Hurd Clarke	Older men, ageism and the body
WorkSafe BC	Research Training Award	\$ 2,500	Koehle	Exercise and diving
	Total Awards	\$ 953,285		

Internal Grants 2012-2013				
AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
UBC Education	Matching Funds	\$ 16,000	Sparks	Olympic games impact study
UBC HSS	Faculty of Education HSS Seed Grant	\$ 6,420	Beauchamp	Psychosocial predictors of adherence to gluten-free diet among adults with celiac disease
UBC HSS	Faculty of Education HSS Seed Grant	\$ 6,568	Crocker	Sport transitions following the selection to or de-selection from the olympic team
	Total Awards	\$ 28,988		

External Grants 2013-2014 (due to financial statement availability the complete 2014 awards are not reported)

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
BC Balance Disorders Society		\$ 5,000	Carpenter	Can fear and anxiety influence common clinical vestibular assessments
CFI	Infrastructure Operating Fund	\$ 8,061	Beauchamp	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 8,000	Carpenter	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 3,750	Blouin	CFI Infrastructure Operating Fund
CFI	Infrastructure Operating Fund	\$ 4,734	Rupert	CFI Infrastructure Operating Fund
Canadian Ass. of Sports Med		\$ 7,500	Koehle	The effects of air pollution and inhaled beta-2-agonists on athletic performance
CIHR	CIHR New Investigator	\$ 45,000	Lam	Neural and biomechanical control of turning in people with stroke
CIHR	CIHR New Investigator	\$ 60,000	Hodges	Action observation in people with Down syndrome
CIHR	CIHR Fellowship	\$ 40,000	Inglis	Effects of adult aging on sensorimotor control and function
CIHR	CIHR Fellowship	\$ 5,000	Inglis	Effects of adult aging on sensorimotor control and function
CIHR	Operating Grant	\$ 48,000	Beauchamp	Self-categorization approach to fostering physical activity adherence for older adults
CIHR	Planning Grant	\$ 25,000	Warburton	Addressing the burden of cardiometabolic disease in aboriginal peoples
Can. Partnership Against Cancer	Action & Science for Prevention	\$ 140,000	Warburton	Activity, smoking cessation, healthy eating, alcohol intervention & motivation program
GRAND - NCE	Research	\$ 7,875	Warburton	GAMFIT
McMaster University		\$ 15,361	Beauchamp	Using peer support to enhance social participation in people with spinal cord injury
MSF	Scholar Award	\$ 80,000	Blouin	Role of startle reflex and cervical multifidus in whiplash injury
MSF	Scholar Award	\$ 80,000	Beauchamp	Transformational teaching and physical activity adherence among adolescents
MSF	Postdoctoral Trainee Fellowship	\$ 1,750	Sheel	Cerebral/coronary vascular reactivity using advanced imaging, blood gas control
MSF	Postdoctoral Trainee Fellowship	\$ 6,708	Inglis	Effects of adult aging on neural control and muscle fatigue
NSERC	Discovery Grants Program - Ind	\$ 35,000	Franks	Preparation and control of rapid voluntary movements
NSERC	Discovery Grants Program - Ind	\$ 30,000	Chua	Sensory and perceptual contributions to the preparation and execution of action
NSERC	Discovery Grants Program - Ind	\$ 21,000	Siegmund	Gender Differences in Neck Biomechanics Relevant to Whiplash Injury
NSERC	Discovery Grants Program - Ind	\$ 24,000	Rupert	The genetics of altitude acclimitisation in humans
NSERC	Discovery Grants Program - Ind	\$ 40,000	Hodges	Perception-action mediation in sensory-motor learning
NSERC	Discovery Grants Program - Ind	\$ 40,000	Carpenter	Central and peripheral mechanisms contributing to human balance control
NSERC	Discovery Grants Program - Ind	\$ 27,000	Warburton	New twist on the cardiac response to physiological stress in humans
NSERC	Discovery Grants Program - Ind	\$ 29,000	Koehle	Mechanisms of environmental stress on human physiology
NSERC	Discovery Grants Program - Ind	\$ 47,000	Sheel	Respiratory and neurovascular adaptation to physiological stress
NSERC	Discovery Grants Program - Ind	\$ 47,000	Inglis	Sensory contributions to human movement and balance
NSERC	Discovery Grants Program - Ind	\$ 47,000	Blouin	Sensorimotor control of balance
Own the Podium		\$ 9,046	Rupert	Effect of beetroot juice on cycling performance and exercise tolerance

SSHRC	Standard Research Grants	\$ 43,761	Frisby	Learning from the local
SSHRC	Standard Research Grants	\$ 9,530	Beauchamp	Transformational teaching and PE engagement among elementary school children
SSHRC	Insight Grants	\$ 43,608	Hurd Clarke	Older men, ageism and the body
SSHRC	Insight Grants	\$ 27,160	Wilson	Fostering 'sport-for-peace journalism' and a role for sociologists of sport
AUTO21 -NCE	Research	\$ 39,000	Blouin	Rear end impacts - reducing occupant injury through new concepts in seat design
AUTO21 -NCE	Research	\$ 41,000	Siegmund	Rear end impacts - reducing occupant injury through new concepts in seat design
Killam		\$ 18,000	Wilson	Case studies of sport and peace
VANOC		\$ 50,000	Sparks	The Olympic Games Impact Study
	Total Awards	\$ 1,259,844		

Internal Grants 2013-2014 *(due to financial statement availability the complete 2014 awards are not reported)*

AGENCY	AGENCY PROGRAM	AWARD	RESEARCHER	TITLE
UBC Dean of Education		\$ 26,052	Hodges	New faculty start-up grant
UBC Dean of Education		\$ 3,552	Bredin	New faculty start-up grant
UBC Dean of Education	Start Up Funds	\$ 7,104	Carpenter	New faculty start-up grant
UBC Dean of Education		\$ 14,802	Lam	New faculty start-up grant
UBC Dean of Education		\$ 33,552	Blouin	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 3,552	Warburton	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 3,552	Hurd Clarke	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 33,552	Beauchamp	New faculty start-up grant
UBC Human Kinetics	Start Up Funds	\$ 3,552	Koehle	New faculty start-up grant
UBC Human Kinetics		\$ 3,552	Franks	Sport analysis
UBC Human Kinetics		\$ 3,552	Vertinsky	Cultural globalization
UBC Faculty of Education	Graduate Student Research	\$ 960	Koehle	Carbon monoxide doping
UBC Faculty of Education	Graduate Student Research	\$ 750	Sheel	Manipulation of the energetic cost of breathing with proportional assist ventilation
UBC Faculty of Education	Graduate Student Research	\$ 500	Rupert	The effect of beetroot juice on exercise tolerance in moderate hypoxia
UBC Faculty of Education	Graduate Student Research	\$ 750	Carpenter	Observing preserved motor tracts in motor-complete spinal cord injury patients
	Total Award	\$ 139,334		

4. School of Kinesiology Research Grants 2009-2014

Co-investigator Awards

Funding Agency	Total Award	Dates	Co-Investigator(s)
SSHRC	\$116,412	2007-10	Crocker
Canadian Diabetes Association	\$191,644	2007-10	Warburton
CBCRA	\$947,000	2007-12	McKenzie
Hong Kong Polytechnic University	\$72,371	2007-9	Warburton
Christopher Dana Reeve	\$159,855	2007-9	Warburton
Peter Wall	\$550,000	2008-10	Inglis
Hong Kong Polytechnic University	\$60,000	2008-10	Warburton
Hong Kong Polytechnic University	\$35,000	2008-10	Warburton
SSHRC	\$88,001	2008-11	Crocker
SSHRC	\$105,179	2008-11	Crocker
SSHRC	\$75,667	2008-11	Frisby
SSHRC	\$217,879	2008-11	Warburton
AstraZeneca	\$640,000	2008-12	McKenzie
CIHR	\$995,000	2008-13	Frisby
CIHR	\$12,403	2009	Warburton
SCI Translational Research Program	\$423,022	2009	Warburton
SCI Translational Research Program	\$327,450	2009-10	Warburton
NCE Auto21	\$176,000	2009-11	Blouin, Siegmund
CFI	\$1,081,378	2009-12	Lam
CIHR Team Grant	\$1,500,000	2009-14	Hurd Clarke
Canadian (NCE)	\$5,000,000	2009-14	Warburton
CIHR Meeting and Planning	\$25,000	2010	Hurd Clarke
Neuro Dev Net	\$150,000	2010-12	Warburton
Canadian Cancer Agency	\$377,065	2010-13	Beauchamp, Warburton, Bredin
CIHR	\$1,428,129	2010-15	Sheel
CIHR	\$100,000	2011	Warburton
Own the podium	\$40,000	2011	Gallo
NCE – Auto21	\$92,500	2011-12	Blouin, Siegmund
SSHRC	\$104,488	2011-14	Beauchamp
CIHR	\$1,900,000	2011-16	Warburton
NSERC Emergency Equipment Fund	\$20,000	2012-13	Blouin, Siegmund
Peter Wall	\$345,000	2012-14	Hodges
NCE – Auto21	\$324,000	2012-14	Blouin, Siegmund,
Vancouver Coastal Health	\$5,000	2012-15	Warburton
CIHR Operating Grant	\$573,157	2012-16	Beauchamp
BC Cancer Society	\$100,000	2013	McKenzie

HFSC	\$98,964	2013-15	Sheel
British Academy	\$16,000	2013-15	Vertinsky
Canadian Cancer Society	\$199,648	2013-16	Beauchamp, Warburton
SSHRC	\$198,837	2013-16	Beauchamp
SSHRC	\$132,172	2013-16	Beauchamp
Canadian Partnership Against Cancer	\$2,400,000	2013-16	Bredin, Warburton
CIHR	\$24,994	2013-16	Warburton
CIHR	\$240,000	2013-17	Beauchamp, Warburton
CIHR	\$276,528	2014-17	Beauchamp
CIHR	\$240,000	2014-17	Beauchamp
SSHRC	\$100,000	2014-17	Crocker

Total Awards **\$22,285,743**

Student & Community Engagement

Student & Community Engagement

This report focuses on program growth and development of the five areas in the Student & Community Engagement portfolio (SCE) from 2009-2013. This portfolio contributes directly to UBC's strategic plan *Place and Promise* and the School of Kinesiology's strategic plan in three key areas: i) student learning, ii) community engagement, and iii) alumni engagement. It is overseen by an Associate Director of Student and Community Engagement and is guided, in part, by the School's Community Engagement Working Group Report (May 2012, see Student and Community Engagement Appendix 1). With the exception of KIN Outreach that began in the 1990s, these areas were initiated in the last 5 years in response to: i) student demand and ii) increased emphasis on these strategic priorities both within the School and at UBC. Another driving factor was a 2008 National Survey for Student Engagement (NSSE) that revealed UBC did not fare as well as its American peers, and sometimes Canadian peers, in '*level of academic challenge*', '*student-faculty interaction*' and '*supportive campus environment*' benchmarks. The areas in this portfolio involve partnerships with other units on campus (such as the Centre for Student Involvement and Careers, Alumni Affairs, UBC Co-op Council, the Centre for Community Engaged Learning, UBC Athletics and Recreation, Vice President-Students), along with various individuals, groups and organizations in the community.

The School has invested in the five areas below with the overall goal of providing students with the supports, challenges, connections, leadership, volunteer and work experiences that will contribute in significant ways to their learning and development both inside and outside the classroom, and once they become alumni. One indicator of impact is that when graduating students were asked to indicate what the highlight had been of their entire Kin student experience on an exit survey in April 2013, 29.11% listed a SCE event or program as a highlight. Other indicators of impact are contained in this report that covers the following five areas:

- 1) KIN Student Engagement
- 2) KIN Co-op
- 3) KIN Community Engagement
- 4) KIN Alumni
- 5) KIN Outreach

1. Kin Student Engagement

History & Rationale

University of British Columbia's strategic plan *Place and Promise* outlines a commitment to creating an exceptional learning environment centered on enriched educational experiences that develop professional aptitudes, communication skills, critical thinking and creativity. This environment also fosters social engagement and service helping students to become global citizens. The UBC Centre for Student Involvement and Careers (formerly Student Development) plays a large role in achieving this vision. This department is committed to working with students, staff and faculty within the Vice-President's Students Portfolio to deliver programs and services for students that are designed to enhance student access and retention, campus culture and climate, personal responsibility, academic readiness, career and life planning and citizenship. These findings at an institutional level contributed to the School's approval of funding for a 'Student Development Coordinator' in 2009. This position was retitled in 2013 to 'Student Engagement Officer' and it continues to be a dual report position, as half of the funding for this position's salary is contributed by the School, the other half by the Vice President, Students portfolio, an arrangement that is consistent across campus.

The Kinesiology Student Engagement portfolio encompasses administrative and educational work designing, delivering and assessing student programming and events in areas of academic support and enhancement, leadership and involvement, orientation and transition, and career education and development. This portfolio also includes the management of student-facing communication, active engagement in domestic undergraduate student recruitment,

supporting student-led groups and initiatives, recognizing and celebrating student leadership, and the development of resources to support and enhance student success.

Goals

The Student Engagement portfolio is committed to the following priorities:

- To introduce and continually emphasize the importance of a holistic student experience that encompasses academic, co-curricular and personal successes.
- To foster and develop critical thinking, literacy and numeracy skills through intentional and strategic co-curricular programming.
- To introduce students to and emphasize the importance of practicing effective time management, study and wellness strategies.
- To provide students with the opportunities and experiences that will enable the development of a sense of personal ownership and social responsibility over their learning at UBC.

A. Academic Support & Enhancement

i) KINESIOLOGY ACADEMIC BOOT CAMP SERIES

Program Goals:

- To provide students with academic resources that are readily accessible to enhance student learning and academic student success in specific core courses in the School of Kinesiology.
- To establish collaborative relationships with on-campus partners to share workshop content and best practices for academic student support, including Chapman Learning Commons, Centre for Student Involvement and Careers, and other faculties.
- To engage with faculty members in the School of Kinesiology to encourage participation in these workshops to facilitate greater student-faculty interactions at the undergraduate level.

Data from the 2010 New-to-UBC Survey of Undergraduate Students (NUBC) revealed that only 13% Kinesiology students expecting an ‘A’ actually achieved one in their first year. This was significantly lower than other faculties at the University, where 29% of those students achieved an ‘A’. In addition, it was found that domestic Kinesiology students are more concerned about being able to maintain a high enough GPA compared to respondents from other faculties.

Academic Boot Camp Program Delivery: These workshops are facilitated in collaboration with student leaders (Peer Tutors, Work Learn students), faculty members that instruct first year Kinesiology courses and the Student Engagement staff member. These workshops are 1.5 hours in length and are offered once per term to all new-to-program students in the School. A feature of these workshops that has been incredibly successful, has been a package of practice questions for each of the five core courses, questions that have been contributed from the faculty members of each of these courses, as well as from old editions of course textbooks.

Growth:

Year	Sessions Offered	Students In Attendance
2009-10**	How to Handle HKIN Midterms	68
	How to Handle HKIN Finals	35
2010-11	How to Handle HKIN Midterms	61
	How to Handle HKIN Labs	28
	How to Handle HKIN Finals	11
	How to Write in KIN (facilitated by faculty member)	10

2011-12	How to Handle KIN Midterms	98
	How to Handle KIN Labs	32
	How to Handle KIN Finals	54
2012-13	How to Handle KIN Midterms	99
	How to Handle KIN Labs	41
	How to Handle KIN Finals	67
2013-14	How to Handle KIN Midterms	105
	Note Taking	14
	How to Handle KIN Labs	<i>*not yet facilitated</i>
	Reading Smarter	<i>*not yet facilitated</i>
	How to Handle KIN Finals	<i>*not yet facilitated</i>

Assessment: For each workshop, students in attendance have been required to complete a short assessment of the session, which poses a series of questions on *workshop content, delivery and materials*.

poor (1) average (3) excellent (5)

The chart below provides a snapshot of student responses to these surveys over the past five years. The areas across the top are questions asked in the evaluation form.

Year	Session Type	Workshop Content	Workshop Delivery	Workshop Materials	Most Useful Component (most common responses)
2009-10	How to Handle HKIN Midterms	4.54	4.67	4.72	- listening to faculty advice - handouts - study tips and strategies - time management - study organization tricks
	How to Handle HKIN Finals	4.65	4.68	4.75	- study plan - procrastination tips - practice questions - wellness strategy
2010-11	How to Handle HKIN Midterms	4.55	4.76	4.72	- subject specific strategies - learning about campus resources - listening to faculty members
	How to Handle HKIN Labs	4.42	4.21	4.58	- lab report outline - pre-lab expectations - listening to faculty
	How to Handle HKIN Finals	4.29	4.38	4.48	- student tips and advice - procrastination tips
	How to Write in KIN (<i>facilitated by faculty member</i>)	4.0	4.36	3.82	- punctuation - writing methodology
2011-12	How to Handle HKIN Midterms	4.51	4.67	4.78	- faculty members speaking - study tips - course-specific information - practice question package
	How to Handle HKIN Labs				
	How to Handle HKIN Finals				
2012-13	How to Handle HKIN Midterms	4.78	4.63	4.58	- time management - setting up a study plan

					- practice questions package
	How to Handle HKIN Labs	4.5	4.55	4.6	- bell ringer strategies - tips for writing a lab report - student panel
	How to Handle HKIN Finals	4.2	4.3	4.45	- how to effectively organize time - Faculty member speaking about study strategies - practice package of questions
2013-14	How to Handle KIN Midterms	4.62	5.0	4.87	-course specific advice - study package - learning about how/when I study best
	<i>Additional workshops have not yet been facilitated ...</i>				

ii) KINESIOLOGY DIVE INTO RESEARCH: LAB CRAWLS

Program Goals:

- To provide the opportunity for students to connect with labs, faculty and graduate students who conduct research in the School of Kinesiology.
- To connect students to narratives of research involvement of faculty members and graduate students in the School of Kinesiology.
- To provide students with the opportunity to interact with faculty members and graduate students in an intimate learning environment.
- To introduce students to opportunities for involvement in research opportunities.

Research obtained through a compilation of NSSE data for 2007 found that student participation in these 'high impact' activities can increase the odds that students will interact with faculty and peers, invest time and effort into academic endeavors, reflect on learning and discover relevance to real-world applications.

Lab Crawl Program Delivery: There are typically two lab crawls held each term during the year, each with 30 minute visits to three research facilities. The visits concludes with a closing highlighting a research story from a graduate student or alumni, as well as an opportunity for undergraduate students to interact with faculty and graduate students while enjoying light refreshments.

Growth:

Year	Sessions Offered	Students In Attendance
2009-10	1	<i>**these events are capped at 30 students due to facility capacity, however each year we have had to waitlist between 10 – 25 students.</i>
2010-11	2	
2011-12	3	
2012-13	3	
2013-14	3 (so far)	

Assessment: There has been no formal assessment of these lab crawls, however informal student feedback have stated that this type of programming offers unique opportunities for undergraduate students to learn more about the type of research that faculty conduct, as well as get connected to opportunities to get involved in research in the School of Kinesiology. Some faculty and graduate students have also reported an increase in undergraduate student involvement in their facilities, as study subjects and lab volunteers.

iii) KINESIOLOGY PEER TUTORING PROGRAM

Program Goals:

- To establish strong working relationships with the Kinesiology Undergraduate Society (KUS) Vice President Academic and the Kinesiology Tutoring Program Coordinator to support the delivery of an effective academic support program for Kinesiology undergraduate students.
- To provide logistical program support; including the recruitment, hiring and selection of peer tutors, program promotion, connecting with faculty members and purchasing tutor t-shirts.
- To coordinate the development of training programming for peer tutors with AMS Tutoring and the Chapman Learning Commons Coaching programs.
- To assist with the development and delivery of a support program that capitalizes on peer-to-peer learning to assist Kinesiology undergraduate students to achieve individual standards of academic success.

Peer interactions through various tutoring and cooperative learning programs that place emphasis on peer learning have yielded significant gains in academic achievement and transferable social and communication skills (Topping, 2005). Students learning in this way form social groups outside of the classroom that allows them to bond in ways that increase their persistence in college or university (Tinto, 1996).

Peer Tutoring Program Delivery: This program is housed primarily under the portfolio of the Vice President Academic with the Kinesiology Undergraduate Society (KUS), however is logistically, financially and developmentally supported by the Kinesiology Student Engagement Office and the University's Centre for Student Involvement and Careers' learning portfolio.

Growth:

Year	# of Tutors	Type Tutoring Provided	Student Reach
2009-10	9	- 1-on-1 drop-in tutoring in first year courses (KIN 103, 190, 191, 151, 161). - 1 hour timeslots per course offered during peak anxiety times (mid-September to mid-October and end of November)	65 first year students seen in tutoring sessions from September through April.
2010-11	10	- 1-on-1/group drop-in tutoring in first year and second year courses (KIN 275, 230 added) - 1 hour timeslots per course held on a weekly basis throughout the year.	80 first and second year students seen in tutoring sessions from September through April.
2011-12	15	- 1-on-1/group drop-in tutoring in first year and second year courses. - 1 hour timeslots per course held on a weekly basis throughout the year.	89 first and second year students seen in tutoring sessions from September through April.
2012-13	13	- 1-on-1/group drop-in tutoring in first year and second year courses (KIN 371, 361 added) - 1 hour timeslots per course held on a weekly basis throughout the year.	96 first, second and third year students seen in tutoring sessions from September through April.
2013-14	14	- 1-on-1/group drop-in tutoring in first year and second year courses (KIN 275, 230 added) - 1 hour timeslots per course held on a weekly basis throughout the year. - Tutors also host two additional academic skills workshops on note taking and reading.	ongoing...

Assessment: Each year the program has experimented with online surveys, paper questionnaires and year-end focus groups. Common themes have emerged from peer tutor feedback evaluation and informal discussions about the program include:

- **Accessibility:** Operating out of the Osborne Undergraduate Learning Centre is not always accessible for all students.
- **Scheduling:** Trying to accommodate undergraduate student course schedules has been difficult and the most common response for why students have not utilized this resource has been due to scheduling conflicts.

B) Orientation & Transition

i) KINESIOLOGY TRANSITION PROGRAM

Program Goals:

- To introduce and emphasize the importance of a holistic student experience that encompasses academic, co-curricular and personal success.
- To create collaborative, engaging and connected learning communities amongst new first-year and transfer students that are based on common interests, aspirations and courses.
- To introduce students to and emphasize the importance of practicing effective time management, study and wellness strategies.
- To provide students with the opportunities and experiences that will enable them to develop a sense of personal ownership and social responsibility in their learning at UBC.
- To establish a strong network of support for new students that connects them to Kinesiology faculty, staff, student leaders and peers.

Transition Program Delivery: The overarching mission of the Kinesiology Transition Program is to provide every new-to-program student with a holistic student experience that encompasses exposure and participation in experiences in areas of *learning, research, leadership, involvement, community service, wellness and career and professional development*.

This program focuses explicitly on new-to-program Kinesiology Undergraduate students. All new-to-program students are placed into groups of 10 – 12 students based on common interests/aspirations that are determined through a summer phone campaign to all new Kinesiology students. Each group is led by a senior student orientation leader. These learning communities participate in program-wide events (3) throughout the year and meet on a monthly basis to develop goals for their first year. There are 21 orientation groups of students who are first year direct-entry from secondary school and there are 7 Orientation groups who are transfer students. In 2014-15, an additional Orientation Leader will be added to address the specific needs of international students.

The Roadmap: The Kinesiology roadmap is a learning plan for new-to-program students. It involves five categories that comprise the student experience at UBC: *learning and research, leadership and involvement, community service, wellness, and careers*. It encourages students to participate in opportunities that extend beyond and enhance course work and include opportunities that fall into each of the aforementioned five categories in the hopes of fostering a holistic student experience. As students participate in an experience, they submit an online written reflection consisting of five critical elements (*description, explanation, expression, assessment and exploration*), encouraging them to reflect on how experience contributes to personal growth and development (e.g., as an individual, academic scholar and future professional). Each reflection submitted throughout the year accumulates points towards his/her group, and the one with the most points is awarded the “Most KINvolved” award.

Leader Development: Four students are hired into a squad leader position in January. Students are in these roles for 1.5 years and receive \$1000 honorariums for their contributions to the program (\$500 awarded in September, \$500 in

April). These four students work closely with the Student Engagement Office to develop program curriculum, training content, as well as recruit, select, hire and build a cohesive team of Orientation Leaders. There are 28 Orientation leaders, 21 who work with first year students that are direct entry from high school and 7 who work with transfer students. The Orientation Leaders are responsible for coordinating and implementing one of the program-wide events, meeting with their group on a monthly basis, and meeting monthly with their respective squads.

Events: The program has two streams of programming, for first year and transfer students. The program has three events for first year students focused on addressing themes of *academic support, student-faculty interaction, building learning communities, peer-to-peer learning* and *wellness*. There are also three additional events for transfer students that are designed to address the specific needs of this student population, focused on themes of *career exploration, student involvement, professional development* and *social networking*.

Stakeholders: The success of this program relies on the involvement and support of multiple stakeholders. Those who are currently involved are:

- **Academic Advising:** Academic Advisors are given the list of students and assigned Orientation Leaders, so that advisors can flag concerns for leaders acting on a pro-active, rather than reactive holistic advising model. Ongoing conversations are held between student development, administration, advising, alumni, community engagement and co-op to ensure students are receiving consistent messaging.
- **Kinesiology Undergraduate Society:** Extensive collaboration between the Kinesiology Student Engagement Office and the Kinesiology Undergraduate Society is key to this program's success. Streamlined communication and programming is established between these two offices to ensure that students are receiving accurate and timely messaging that relates directly to their experiences.
- **Kinesiology Faculty members:** Various faculty members contribute to the success of this program by participating in program-wide events to increase levels of student-faculty interaction.
- **Centre for Student Involvement and Careers:** The Kinesiology Student Engagement Office is connected in with the Imagine Planning Committee with other campus partners and faculty representatives. This connects the program to best practices in Orientation and Transition program planning, ensuring that redundancy is minimized in campus orientation and transition programming and fostering a greater awareness of cross-campus opportunities for Kinesiology students.
- **UBC Peer Programs:** This program is an active member of UBC Peer Programs. This connects Kinesiology leaders into various communities of student leadership across campus, as well as exposes them to professional development opportunities outside the School.

Data from program evaluations show that participants in a learning community show a better understanding of self and others, established academic and social support networks and an increased connection with the university, amongst other benefits including significant improvements in general educational skills such as writing, speaking, critical thinking and vocational skills (working with others, problem solving and leadership skills). More importantly, first year participants showed a 7.9% improvement over their non-participatory peers in final exam scores at the end of the year. It has also been found that students spend more time studying and studying together resulting in better academic involvement from the participating students (Tinto, 1996). This program's curriculum has been built on these data, informing best practices and ensuring that the concerns and needs of Kinesiology students are being met and supported. In addition, this program has been developed to address themes found in the 2010 NUBC assessment:

- **Academic Expectations** - Only 13% of those students expecting an 'A' achieved one in their first year. This was much lower than other UBC faculties where 29% of those students achieved an 'A'.
- **Student Interests** - Students were asked about their interests in participating in enriched educational opportunities and Kinesiology students ranked approximately 10% lower than students in other UBC faculties in all areas including *student leadership, research, internship, community service and international learning experiences*. Prior to arriving to UBC, 60% of Kinesiology students were excited about meeting new people, and 34% mentioned academics.

- **Well-Being** - Compared to other UBC faculties, more domestic Kinesiology students have had their studies disrupted due to depression (22%).
- **Concerns** - Domestic Kinesiology students are more concerned about being able to maintain a high enough GPA compared to respondents from other faculties. The most anticipated causes for worry are *time management* (63%), *academic success* (40%), and *homesickness/making new friends* (22%).

Growth:

Year	# of Leaders	# of first year students attending KTP events	# of transfer students attending KTP events	# of students submitting reflections	# of students completing roadmap
2011-12	3 Squad Leaders 40 MUG Leaders	68	12	26	12
2012-13	3 Squad Leaders 28 MUG Leaders	94	18	43	21
2013-14	4 Squad Leaders (additional leader to facilitate transfer student programming) 28 MUG leaders	106	44	<i>ongoing ...</i>	

Assessment: Imagine Day (first day of classes) is more formally assessed at an institutional level through the NUBC and Student Voice surveys, and at a School level through the entrance survey. The Academic Advising Office conducts a transition survey with all new-to-program students when they come in for an advising appointment. The program assesses the development and success of its leaders through targeted focus groups around Imagine day, training programming and program-wide events throughout the academic year. This program is the only one of its kind at UBC involving intentional yearlong transition planning within a faculty/school for new students in small learning communities. As a result, it has been acting as a pilot program informing other first-year admitting faculties across campus.

C) Leadership & Involvement

i) ANNUAL KINESIOLOGY LEADERSHIP APPRECIATION BANQUET

Program Goals:

- To recognize and celebrate student leadership within the School.
- To foster a community culture of student involvement and active leadership within the Kinesiology community.
- To show the support of the School towards enhancing the student experience.

There are many students in leadership positions in the School, working with the Kinesiology Undergraduate Society, Student Development Office, Academic Advising, Co-Operative education and other initiatives that are recognized for their volunteered time and contribution to the Kinesiology student experience. This formal recognition demonstrates the School’s support of undergraduate student leadership and fosters a greater culture of student involvement in the School.

Leadership Recognition Program Delivery: Students are recognized for each position that they have held over the past year, and in some cases students have held 3 or more positions. Students are recognized with a certificate of recognition that is signed by the Director and Student Engagement Officer in the School, an opening keynote from an administrative faculty (Director, Associate Director), followed by a dinner.

Growth:

Year	# of students invited	# of students in attendance
2010	44	29
2011	61	47
2012	105	71
2013	112	95

Assessment: Currently there is no formalized assessment in place for this initiative, but plans are in place to develop one.

ii) KINESIOLOGY STUDENT ENGAGEMENT WEBSITE

Program Goals:

- To keep Kinesiology students informed and up-to-date on events, workshops, activities and programming that exists on campus that can assist their academic success, student experience and transition into and out of University.
- Act as a virtual porthole and link between Kinesiology alumni, undergraduate students, graduate students, faculty/staff members, in addition to career, volunteer and student development opportunities.
- A common site accessible to students everywhere to gain access to resources, opportunities, events and support.

This website was created to address themes arising out of the 2010 NUBC data that pertain specifically to Kinesiology students. Students were asked about their interests in participating in enriched educational opportunities and Kinesiology students ranked approximately 10% lower than students in other UBC faculties in all areas including *student leadership, research, internship, community service and international learning experiences*. The website was created to increase knowledge and awareness of resources, programs and opportunities for Kinesiology students to engage in to enrich and enhance their student experience.

iii) SCHOOL OF KINESIOLOGY AVATAR: KINSLEY

Program Goals:

- Brand all Kinesiology events, programs or opportunities that are designed to enhance and support the Kinesiology student experience.
- To create a virtual presence for the School of Kinesiology that enables connections to be made to online learning communities, where students engage in informal networking and communication; *Facebook, Twitter, YouTube, Flickr*.
- To provide students with an online and accessible resource to engage with around Kinesiology-related needs and concerns.

Students continually express being overwhelmed by emails from various departments at the institution; as a result students tend to disregard such communication. The School wanted to engage with students using an innovative approach that met students where they were, online. All information that is disseminated through Kinsley is directed to Kinesiology undergraduate students and is designed to enhance, or support their student experience.

iv) KINESIOLOGY UNDERGRADUATE SOCIETY: SUPPORT & LIAISON

Program Goals:

- To establish greater connections between students in leadership positions and the Kinesiology Student Engagement Office with aims at enhancing the quality of programming, development of student leadership and coordination with other student-facing programming in the School.
- To provide consistency to the Kinesiology Undergraduate Society (KUS) each year through active participation in the student-led transition retreat.
- To provide leadership and programmatic support to students in executive positions with the KUS, specifically in areas of team dynamics, intercultural awareness, non-academic misconduct, leader development, and event planning.
- To connect students to resources, programs and activities across campus that can enhance KUS programming.
- To provide oversight and direction on programming to ensure that the School of Kinesiology's values and vision is represented.

The Kinesiology Undergraduate Society (KUS) is a student-run entity that functions on the volunteered leadership of 5-6 executive council members. However, over the years students have sought out guidance from the Student Engagement Office. It is apparent that this council benefits from the support and leadership that can be provided by an administrative staff.

KUS Program Delivery: The Student Engagement Officer has established positive and effective working relationship with the KUS executive council and participates actively in the transition retreat which is held each spring as the new council transitions in and the old council transitions out. The Student Engagement Officer works specifically with the following executives and programs:

- **President** – Establishing vision and priorities for council for academic year.
- **KIN Games Coordinator** – Provides programming and logistical support to ensure that the School of Kinesiology is best represented on a National scale at these games.
- **Frosh Coordinators** – Provide direction and oversight into the development of appropriate programming for new students to support and enhance their transition into the school of Kinesiology. Also participates in the hiring and selecting of Frosh Leaders and development of training programming.
- **Vice President, Social**– Collaborates to promote non-alcoholic events.
- **Vice President, Communications** – Collaborates to ensure that the KUS is represented in all editions of the 'KINformed' (electronic newsletter) and all appropriate messaging/promotion is distributed through online and social media channels.
- **Vice President, Academic** – Works closely to hire Tutoring Coordinator and Career Fair Coordinator. Assists with the development and implementation of all aspects of programming for these two portfolios.

D) Career Education & Development

i) WORK LEARN PROGRAM INVOLVEMENT

Program Goals:

- To foster a community of student involvement within the School of Kinesiology.
- To provide Kinesiology students with professional employment opportunities within the School.
- To recognize the importance of hiring Kinesiology students into positions that are responsible for the development and implementation of student-facing programming.

The growth and expansion of the School's undergraduate student population was from 832 in 2009 to 1094 in 2013. With only one full-time professional staff dedicated to the management of all student development programming, support and initiatives, additional resources had to be provided to this office in order to continue to support and deliver the same quality of student development programming. Having Kinesiology students in paid positions ensures that

programming is meeting the needs of the School's students, as well as provides key professional development to undergraduate students.

Work Learn Program Delivery: The Student Engagement Office currently employs two part-time (10hrs/week) Work Learn students during the academic year (September to April) in positions of Student Engagement Assistant, Programs and Student Engagement Assistant, Communications during the summer months (May – August).

Assessment: Monthly 1-on-1 performance reviews that are held with employed student and the Student Engagement Officer.

Future Directions – Student Engagement

As student engagement programs continue to grow and develop as an integral component of programming across campus, there are opportunities and identified areas for further development:

- Extend the KTP programming beyond the first year in Kinesiology to continue to support students as they transition beyond their undergraduate degree.
- Provide programming that increases opportunities, connections and student reflection between undergraduate experiences and their professional and career growth.
- Develop networks across campus to integrate university wide resources and programming for Kinesiology students.
- Refine and expand assessment tools to measure impact.
- Increase integrated links between the alumni and co-op programs to support senior students in their career development.

2. Kin Cooperative Education Program

History & Rationale

In response to student demand, as well as to UBC's Place and Promise strategic plan, the School of Kinesiology launched a new cooperative education program in 2009. A consistent request from domestic and international BKIN students in the 5 years previous to its launch was for more "hands-on" practical experience in labs, field placements and Co-op. The program has been successful in expanding the field experience and community service learning (CSL) opportunities in the Bachelor of Kinesiology (BHK) program, as well as engaging alumni and other community members as Kin Co-op employers. The addition of the Kinesiology Co-op Program increases the number of Co-op programs at UBC to 6, including previously established programs are in Arts, Engineering, Science, Forestry and Commerce.

In 2014, Kin Co-op was accredited by the Canadian Association for Co-operative Education (CAFCE) for a period of six years. The CAFCE Chair wrote, "CAFCE is very impressed by how well Kinesiology Co-operative Education at UBC is managed, and by the processes, materials and policies they have established to promote their program and strive for quality assurance ... the program meets or exceeds all of the criteria for accreditation" (letter dated February 4, 2014).

Goals

The goals of the Co-op Program are to enhance student experiential learning, provide work related experience in the field of Kinesiology, provide opportunities for students to meet and network with Kinesiology professionals, and integrate their academic studies with practical application in the field. Broader Co-op goals in relation to the School of Kinesiology and UBC are to aid in increasing internationalism and diversity in the student body, increasing community and alumni involvement, build leadership, increase the number of international placement opportunities for students, and increase international student enrolment. The core benefits for students are a more holistic education that balances scholarship with practical experience and that invites a commitment to community service, as well as global understanding, responsibility and citizenship. Benefits to the School and University include enhanced reputation, development of alumni networks, and building community engagement with the University.

Kin Co-op Program Design

Kin Co-op formally integrates a student's academic studies with valuable, relevant, paid kinesiology related work, with approved work sector organizations. Each successfully completed co-operative education course is assigned 6 credits and is recorded on the student's transcript. In order to graduate in a co-operative education program, a student must have completed three work terms (cannot all be completed in the summer terms) in addition to the normal academic requirements of the School. Co-operative education course credits cannot be used in lieu of or to complement academic course credits required by the School (normally 120 credits). The program design requires that students complete the two-year core before participating in their first term of paid employment. Courses offered in the third and fourth year of the program are offered in successive terms so that students in both the Co-op Program and the non-Co-op program can graduate in the appropriate time frame (4 years for non-Co-op students and 5 years for students enrolled in Co-op). The following outlines the student standard academic/work term schedule.

ACADEMIC CALENDAR	FALL (SEPT-DEC)	WINTER (JAN-APRIL)	SUMMER (MAY-AUG)
Year 1	Study	Study	Vacation
Year 2 - Junior Students	Study	Study	Work-term 1
Year 3 - Intermediate Students	Work-term 2	Study	Work-term 3
Year 4 - Senior Students	Study	Work-term 4	Work-term 5
Year 5	Study	Study	READY TO WORK

Ideally, students apply to the Co-op Program in the fall of their second year; however students are also accepted in the fall of their third year of study. This accommodation is made in particular to allow transfer students, who do not enter the School until their third year, to be eligible for Kin Co-op. Following review of their application, students complete a group interview with the Co-op Coordinator. Students who meet the criteria are conditionally accepted into the program. During the fall term, students complete extensive pre-employment training; including resume and cover letter writing, job search and interview skills, and preparation for the workplace. Students are assessed on their participation and success in the pre-employment training, and if they meet the requirements, are formally accepted into the program in the Winter term. Students then begin applying for co-op jobs for their first work term. Kinesiology Co-op work terms are available in the following Kinesiology related work sectors:

- Wellness – community based & corporate
- High performance/personal training
- Sport development agencies/sport governing bodies
- Sport marketing/management
- Rehabilitation – work re-conditioning, physical therapy, physiotherapy and chiropractic clinics
- Exercise/physiology testing
- Prosthetics and orthotics – preparation and sales

Upon successfully securing a co-op job, in consultation with their work supervisor, students are required to develop 5 learning objectives for each 4-month work term. The learning objective development includes determining the strategy for ensuring successful completion of each objective, and the persons the student will recruit to assist in completing the objectives. Upon completion of the work term, students reflect on their learning objectives, determine their level of accomplishment in reaching them, and identify strategies for increased growth and development in future work terms. The Co-op Program staff consists of the Co-op Coordinator (100% full time) and the Co-op Program Assistant (80% part-time). Students are supported by the Co-op Program staff in a variety of ways:

- Meeting with students to discuss personalizing their job search and determining their area of career interest,
- Ongoing resume, cover letter and interview support and assistance,

- All students are visited while on a work term (in person, phone/skype). The co-op coordinator, the student and the work supervisor participate in the site visit,
- Ongoing advice, direction and guidance for resolving any work term issues or conflicts,
- Communication of relevant part time and volunteer experiences available to KIN co-op students. Co-op students are also offered guidance on what part time and volunteer experiences would serve their individual co-op work term and career goals.

Kinesiology Co-op Student Advisory Committee (KCSAC)

The Kinesiology Co-op Student Advisory Council (KCSAC) is a partnership between Kinesiology Co-op Student representatives and the Kinesiology Co-op Coordinator. Acting as liaisons between the Co-op Students and the Co-op Office, it is an opportunity for Co-op Students to become directly engaged in their Program and to ensure there is greater understanding, interaction and community amongst both parties. KCSAC meets twice per term to work towards identified objectives to support the programs vision “to be the leading Kinesiology Cooperative Education Program by adding value to students, industry, and the University.”

Student application, acceptance and retention rates

Aside from the 1st cohort accepted in 2009, in each subsequent year of the program, the number of applicants to the program has exceeded those that were accepted. Applications to the Kin Co-op Program are accepted only in the first three weeks of the fall term each year, and intake numbers each year are calculated based on Co-op Program resources and job availability. The chart below depicts the number of applicants each year and the number of students accepted.

Year	Number of Applicants	Number of Students Accepted	Percentage of Applicants Accepted
2009	25	25	100%
2010	62	44	71%
2011	59	37	63%
2012	54	46	85%
2013	56	50	89%

It is the program’s goal to increase the number of students accepted, while maintaining high but achievable acceptance criteria, and through close observance of the job market, and management of the co-op staff resources. The following chart outlines the retention rates of students in the program to date.

Year	# Applicants	# Accepted	To date retained	Retention %
2009	25	25	20	80%
2010	62	47	29	62%
2011	59	37	31	84%
2012	54	46	40	87%
2013	56	51	45	88%

There are currently 129 students in the co-op program, approximately 12% of the total School of Kinesiology student enrolment.

Work Term Statistics

The Co-op Program has seen steady growth in the number of job opportunities as well as the number of jobs secured by KIN co-op students. The following chart outlines the job placement statistics from the first work term (Summer 2010) to the current work term (Fall 2013).

Work Term	Number of students seeking work	Number of students placed	Placement percentage
Summer 2010	20	16	80%
Fall 2010	20	19	95%
Winter 2011	3	2	67%
Summer 2011	42	30	71%
Fall 2011	26	18	69%
Winter 2012	18	16	89%
Summer 2012	57	42	74%
Fall 2012	30	24	80%
Winter 2013	17	17	100%
Summer 2013	54	43	80%
Fall 2013	26	24	92%

The following chart depicts overall growth in # of 4-month work terms completed, and the number of employers in the program.

Year	# of 4 month placements	# of employers
2010 (2 WT)	35	23
2011 (3 WT)	50	36
2012 (3 WT)	82	50
2013 (3 WT)	84	56

A number of employers have seen growth in their agencies, have recognized significant value in hiring KIN co-op students, and are now consistently hiring 3-5 students per term/per year:

Graduating Students

The first students in the Co-op Program graduated in May of 2012, with the largest cohort to date graduating in May of 2013. The following chart depicts the number of students graduated and the number of work terms completed upon their graduation:

Graduation date	Number of Work Terms completed					Graduated with Co-op Standing
	1	2	3	4	5	
May 2011		1				0
November 2011						0
May 2012		2	2			2
November 2012	1			1		1
May 2013	2	2	17	3		20
TOTAL	3	5	19	4		23

While not every graduating student in the Co-op Program completes the required 3 work terms for co-op standing, the value of completing 1 or 2 work terms cannot be underestimated, as any and all co-op work term experience provides the opportunity for development and growth. This, in addition to the pre-employment training, and the support and services of the co-op staff, provide a valuable learning experience for students. It should also be noted that while most graduating students complete the required 3 work terms for co-op standing, to date a number have completed 4 and one graduating in May 2014 will have completed 5. It is the goal to steadily increase the development of the Kin Co-op program, and in particular, the job opportunities for students, with the intent to see a steady increase in students completing 4 or 5 work terms upon their graduation.

Kin Co-op Program and Student Evaluation

A variety of systems are in place to ensure the on-going evaluation of the program objectives and exceptional service to the Kin Co-op program stakeholders (UBC, students, and employers).

- Students in the Kin Co-op program achieve a Pass or Fail for each 4-month Kin Co-op placement. In order to achieve a pass, students must receive a ‘satisfactory’ or better grade on their Work Term Report (graded by the Co-op coordinator), and a ‘satisfactory’ or better grade on their Employer Evaluation of Co-op Student as completed by their work term supervisor.
- Student Evaluation of Kin Co-op Work Term – completed by each student for every 4-month work term.
- Employer Evaluation of School of Kinesiology Co-op Student – completed by each students work supervisor for every 4-month work term.
- Informal and on-going feedback from the KCSAC committee and co-op student body.

Employer Evaluations

The employer evaluation assesses the student’s performance for each 4-month work term, but also requests feedback from the employer on the service the co-op program provides and the job posting, interviewing and hiring processes. These are also discussed at each student’s site visit that occurs midway through his or her work term. The following charts outline a summary of employer evaluations of co-op student performance 2010 - 2013:

Student Performance Categories	Employer Rankings
Excellent	123 (70%)
Above Average	41 (23%)
Satisfactory	12 (7%)
Needs Improvement	0 (0%)
Unsatisfactory	0 (0%)

Student Evaluations

The student evaluation focuses on the student’s work term experience, the job’s suitability as a co-op placement, if the job changed or confirmed their career goals, as well as evaluation of the co-op staff, and if the co-op program is meeting their expectations. Please see below a summary of student feedback 2010 – 2013 (two of the most salient evaluation questions are sampled).

Evaluation Question	Changed	Confirmed	Neither, but provided insight	No response
Did your work term job change or confirm your career goals?	34.2%	56.2%	6.9%	2.7%

Evaluation Question	Yes	No	No response
Is the co-op program meeting your expectations?	76.1%	19.3%*	4.5%

* Most students in this category noted that the only area in which their expectations were not met, were in the number of jobs posted. They would like to see more jobs available each term. The program is still growing and gradually increasing its employer and job base, but perhaps not as quickly as students would like. It is important to note that as stated previously in this report, job placements have remained high at an average placement rate of 81.5% per term.

Co-op Program Graduation Survey

As students enter their last academic term and prepare to graduate, they are asked to complete a Co-op Program Graduation Survey. This survey gathers information on the student’s satisfaction with the pre-employment training,

their work term experiences, the number and quality of jobs posted, the job placement process and their overall satisfaction with the policies and procedures of the co-op program. They are also asked to rate the amount of learning they had when completing the work term reports, the service of the co-op staff, and finally the overall value of the co-op program. Were their expectations met? What were the three most valuable things you learned as a co-op student? What was most rewarding about your co-op experience? To what degree did your co-op experience confirm or change your career choices? Please find below a summary of the survey data from co-op students that graduated with co-op standing 2012-2013 (a few of the most salient survey questions are sampled).

Employment Training, Job Postings and Program Procedures

Questions	Very Satisfied	Somewhat Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1) Overall degree of satisfaction with your co-op term experience	71.5%	14.2%	14.2%		
2) Overall degree of satisfaction with co-op pre-employment training	71.5%	28.5%			
3) Overall degree of satisfaction with quality of jobs posted with the co-op program	14.2%	43%	28.5%	14.2%	
4) Overall degree of satisfaction with number of jobs posted with co-op program	14.2%	28.5%	57.1%		
5) Overall degree of satisfaction with the job placement process	14.2%	71.5%	14.2%		
6) Overall degree of satisfaction with the program policies and procedures of the KIN co-op program	57.1%	28.5%	14.2%		

Work Term Reports

Questions	Learned a lot	Learned a fair amount	Learned some	Learned very little
8) Overall degree of <i>learning</i> through completion of <i>Work Term Report 101: Experiential Report</i>	28.5%	57.1%		14.2%
9) Overall degree of <i>learning</i> through completion of <i>Work Term Report 201: Career Development Report</i>	28.5%	14.2%	57.1%	
10) Overall degree of <i>learning</i> through completion of <i>Work Term Report 301 & 401: Technical Report</i>	57.1%	14.2%	28.5%	
11) Overall degree of satisfaction with the Work Term Reports	28.5%	43%	14.2%	14.2%

Co-op Staff: Please rate the Co-op Office Administration/ Reception Staff on the following items:

Questions	Poor	Fair	Good	Excellent	Unknown
Friendliness and helpfulness of staff		14.2%		85.7%	
Telephone Skills			14.2%	57.1%	28.5%
Over the counter skills			14.2%	14.2%	71.5%
Email and written correspondence		14.2%	14.2%	71.4%	
Response time to your enquiries				85.7%	14.2%
Scheduling of interviews			28.5%	57.1%	14.2%
Providing feedback on technical report status			14.2%	57.1%	28.5%

Co-op Coordinator: Please rate the Co-op Coordinator on the following items:

Questions	Poor	Fair	Good	Excellent	Unknown
Professionalism				100%	
Email and written correspondence			14.2%	85.7%	
Availability			28.5%	71.5%	
Response time to your enquiries				100%	
Resource for industry information		14.2%		57.1%	43%
Equitable treatment			14.2%	71.5%	14.2%

Additional comments on the Co-op Coordinator:

- *An extremely helpful, motivating, and knowledgeable resource. A great Coordinator and treats every student fairly and respectfully.*
- *Has done an excellent job jumpstarting the Co-op program and have seen it grow every year since the beginning. Co-op also allowed me to develop a relationship with Simone that I haven't with my professors.*

Please tell us what you liked best and felt was most rewarding about being a co-op student?

- *The experience and network I gained from Co-op was amazing. I'm currently employed with Mount Pleasant Community Center (First Co-op job). The experience and people I met will definitely help me in the future. I'm glad I was a part of the Co-op program.*
- *Best experience to work in the field and get paid for it. Previous Co-op experience helped land other volunteering and part-time paid positions. Helped with interview skills and writing resume. Access to good professional resources.*
- *Provided guidance and direction.*
- *Being able to sample the work force. Opportunity to try our different jobs because of short – term commitment.*
- *I have job prospects already lined up.*
- *Invaluable. I feel that I owe credit to this program for helping me gain great experience and a seat in MPR program at UBC.*

What were the three most valuable things you learned in your experience as a co-op student? This includes pre-employment training, work- experience, report completed, etc.:

- *Resume Building / Cover letter*
- *Ability to apply what we learned in class to what it is like in the field*
- *Networking is extremely important and not being afraid of taking the extra mile to enhance your own development. Use the resources given to you. (i.e. the professionals around you)*
- *Learned what I want to/don't want to do as a career*
- *Hands-on experience. Interviewing skills.*

Were your expectations of co-op met? Please explain what areas you feel that the Co-op Program can continue to improve:

- *Yes, my expectations of Co-op were met, but as hard as it may seem the Co-op program needs to keep growing and lure more potential employers. I have friends who were not satisfied with the jobs that were available, but I must say I am extremely happy with my placement.*
- *Overall, I am happy with my experience in the program.*
- *In terms of improvement, I think the more jobs UBC Kin Co-op can bank into Simplicity, the better.*
- *Yes. Can improve on providing more variety in job postings.*
- *Yes. Fortunate to be able to get work terms in physiotherapy clinics for each of my work terms.*

Future Directions – Kin Co-op

As the Kin Co-op program continues to grow, increase its employer and job base, and accept more students, we have also outlined in our strategic planning, program growth goals that will provide a richer and broader experience for students and add value to the pre-employment training, the work term experiences, and the on-going support of the co-op staff. Some of these initiatives include:

- Developing a Mentorship program that would pair senior students with junior students just entering the program.
- Offerings of professional development workshops following the pre-employment training on such topics as networking, managing digital/online profiles, salary negotiations upon graduation, advanced resume writing skills, etc.
- On-going development of a 'KIN Co-op student community' through social events, networking, professional development workshops, etc.
- Further growth and development of the KCSAC to ensure continued communication and feedback from co-op students to the co-op staff, as well as increased leadership skill development for those co-op students serving on the KCSAC.
- Development of a greater connection between the Co-op Program and the faculty within the School. This may take the form of 'faculty liaisons' who act as advisors to students working in a particular KIN work sector that aligns with a faculty members area of research, faculty marking work term reports when the topic coincides with their area of expertise, and greater involvement of faculty in increasing co-op employer and job base (i.e. provide connections to possible employers).
- Increased digitization of procedures to increase program efficiency and subsequently free up co-op staff time for program growth and development.
- Engaging our KIN and KIN co-op alumni through increased communication, participation and feedback on the value of their co-op experience post-graduation.

3. Kin Community Engagement

History & Rationale

The goal of the School's community engagement strategic plan is to: *"Be a leader in promoting physical activity and healthy living through engaging in lifelong learning with students, faculty, alumni and the wider community, locally, nationally and globally."* While Kin Student Engagement, Kin Co-op, Kin Alumni, and Kin Outreach contribute to community engagement, there have also been a number of student, staff or faculty lead initiatives that also contribute directly to this goal. While the School has always been and continues to be a leading force in community engagement on and off campus, in the past there was room for improvement in showcasing and capturing the great work that has already been done. This is one of the reasons why an Alumni and Community Engagement Officer was hired in 2010 to serve as the point of contact, coordination and communication.

The Alumni and Community Engagement Officer is taking the lead on the School's website migration that will include a Community Engagement section when it is launched at the end of May 2014. This will not only allow us to tell our stories of engagement, but will encourage our various communities to spread the word and contact us with ideas for future projects. To acknowledge the hundreds of organizations that the School partners with, a plaque is provided to them that visually illustrates our commitment to community engagement.

The six projects that will be profiled in this section are just a few illustrative examples of the School's involvement in community engagement and include: Community-based Experiential Learning, Special Olympics Student Club, INTERactive, PARC, High School Tours, and the Centre for Sport and Sustainability.

Community-based Experiential Learning (CBEL)

There are currently six Kinesiology courses that provide community-based experiential learning (CBEL) opportunities to 238 students in 3rd and 4th year courses. In 2013, the School received \$10,000 from the UBC Centre of Community Engagement Learning to: i) consider how CBEL should be integrated from 1st to 4th year during the curriculum review process, and ii) assess the impact of CBEL on student learning. An additional \$2,000 was received to support an

innovative CBEL project in a 4th year Kinesiology course that involved partnering students with community members to create illustrative digital stories of the impact of the impact of a community-university partnership, described below, which is known as INTERactive. Community-based experiential learning opportunities are growing across campus and provide opportunities for students to apply what they have learned in the classroom while engaging with diverse community members, thus better preparing them to make contributions to society upon graduation.

Special Olympics Student Club

UBC is hosting the Special Olympics Canada Summer Games in 2014, and in conjunction with this event, a Special Olympics Student Club is being formed by four 4th year Kinesiology students based on a CBEL project in a Kinesiology course in the fall of 2013. They partnered with the UBC VP-Student's Office and the UBC Equity and Inclusion Office to link their CBEL project to UBC SEEDS (Social Ecological Economic Development Studies), a program that provides senior undergraduate students with real-world sustainability experience skills and knowledge. Their project is featured on the Start an Evolution Campaign – UBC Development and Alumni Engagement Website and their report is in the SEEDS digital library.

http://sustain.ubc.ca/sites/sustain.ubc.ca/files/seedslibrary/KIN%20465_FinalReport_Nov29.pdf

The mandate of the club is to:

- Provide resources to the UBC community with volunteer and/or employment opportunities to work with individuals with intellectual disabilities. This particularly caters to individuals searching for pre-professional experience working with individuals with intellectual disabilities.
- Promote awareness, advocate and circulate knowledge of intellectual disabilities (and it's distinction from mental and physical disability) to all members of the UBC community.
- Act as a liaison between organizations assisting individuals living with intellectual disabilities (e.g., Special Olympics BC, Canucks Autism Network) and UBC students, faculty, and community members.

Key programs/events include:

- Hosting a UBC Thrive Week event to assess the level of awareness of the Special Olympics, intellectual disabilities, and the 2014 Summer Games coming to UBC.
- Hosting Special Olympians for a free-throw charity contest during a UBC Varsity Basketball game. This event was hosted on Feb 15, 2014 and was very well received by both athletes and game attendees. We promoted awareness for the Special Olympics, raised \$500 for Special Olympics BC and the 2014 Summer Games, engaged the crowd, and recruited volunteers.
- Special Olympics BC - UBC Varsity athlete collaborative heat for Storm the Wall, a well-known UBC Rec event. This heat was recorded by Global TV and a picture of participants appears next.

INTERactive

INTERactive is a partnership between the School of Kinesiology and the Renfrew Collingwood Neighborhood that promotes intercultural understanding using physical activity as the tool. Several Kinesiology undergraduate, graduate students and alumni have been involved in the project since it started in 2012. The community partners include:

- Collingwood Neighborhood House
- Windermere Family of Schools (8)
- Renfrew Park Community Centre
- Community Policing Association
- Evergreen Health
- Spectrum Community Living
- Action Group for Seniors Independence
- Collingwood Business Improvement Association

A unique feature of the project is that 'community connectors' who represent groups in the community who are least likely to participate in physical activity are reaching out to involve their peers. The project has been selected as a lead

story in UBCs Connected by Commitment 2013-1014 Annual Report because it contributes directly to UBCs Strategic Plan *Place and Promise*.

Physical Activity Research Centre (PARC)

The Physical Activity Research Centre (PARC) is a free fitness centre at the Blusson Spinal Cord Centre that was developed and launched by Dr. Tania Lam. PARC nurtures an active exchange of ideas between the community of individuals living with spinal cord injuries and ICORD researchers. PARC offers a wide variety of exercise equipment and ensures wheelchair accessibility. There is a Kin Co-op student placed at PARC and many of the forty volunteers are Kinesiology students. <http://icord.org/parc/>

High School Tours

We have opened our doors to high school so that they are able to bring their students on tours of our facilities in a more formalized fashion, thus allowing students to experience what the School does in a more hands-on way. This also allows for recruitment of potential new students into the program as well as engaging the secondary school community. Each tour is facilitated by the lab manager.

Centre for Sport and Sustainability (CSS)

The UBC Centre for Sport and Sustainability (CSS) was established in January 2010 to build on the 2010 Winter Games experience and advance understanding of how sport can build social, economic and environmental sustainability locally, regionally, and internationally. Under the umbrella of the CSS, researchers and students from a variety of academic fields are engaging the increasing global demand for information, analysis and evaluation on these and related issues. The UBC Centre has also formed alliances with other major educational institutions and organizations that are investigating the roles of sport in sustainable development. The objectives of the Centre are as follows:

- To bring together a critical mass of scholars and practitioners at UBC interested in the broad area of sport and sustainability.
- To foster collaborative opportunities for sport and sustainability-themed research for faculty and students together with scholars and stakeholders working in government agencies, NGOs, and other universities and institutions nationally and internationally.
- To offer a platform for fund raising and grant and contract support, and to organize interdisciplinary and University-wide lectures, conferences, symposia, colloquia and workshops.
- To attract post-doctoral fellows, visiting professors and other scholars wishing to undertake sport and sustainability-themed research at UBC.
- To provide a catalytic function for collaborative projects and activities that would not be possible for individuals acting on their own.

CSS Projects

Since being established in 2010 the UBC Centre for Sport and Sustainability has been involved in carrying out a number of interesting projects, including:

UBC Athletics & Recreation Life Cycle Assessment

A collaboration with UBC Athletics & Recreation that assessed the environmental impacts of their varsity “Thunderbird” teams, venues, and events through the application of a rigorous evaluation method.

Immigrant Women’s Health & Wellness Project

Funded by SSHRC the project investigated how immigrant women living in North Vancouver think about and participate (or not) in physical activity programs offered by community centres.

Velo-City 2012 – Sustainability Action Plan

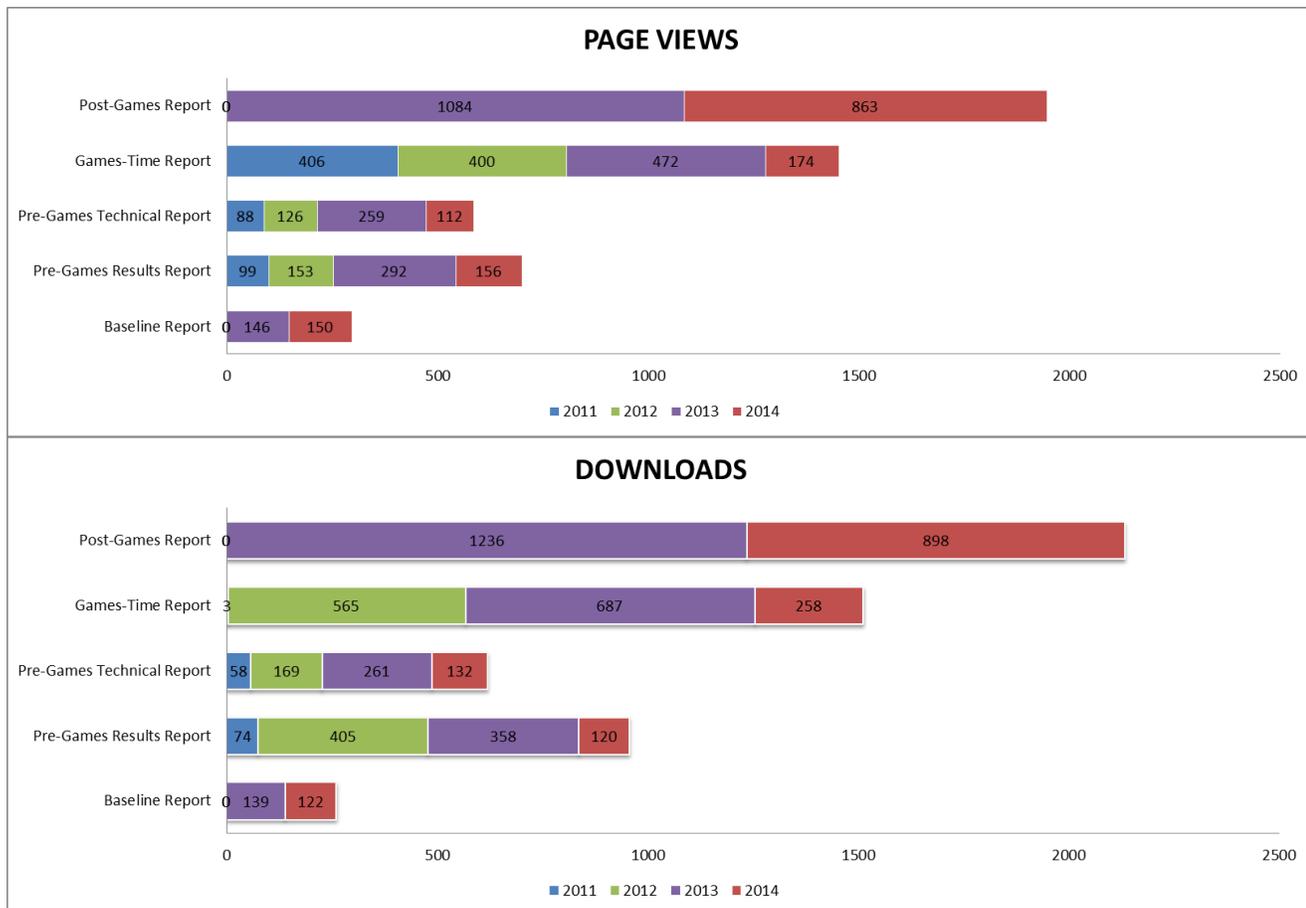
The project was the result of a joint initiative between the CSS and Velo-City 2012. The project reported on how the event can be planned to meet sustainable event management practices.

Special Olympics Canada 2014 Summer Games

Created student-led projects in collaboration with Special Olympics BC and Canada to raise awareness of discrimination issues and support health and fitness programs for individuals with intellectual disabilities.

Olympic Games Impact (OGI) Study

A five-part report (Page Views and Downloads reported below) spanning 12 years designed by the International Olympic Committee (IOC) to monitor, measure and report on the long-term impact of hosting an Olympics Games.



CSS Events

In addition to facilitating a number of projects, the CSS has hosted several events including a seminar series and a Think Tank series. To date three Think Tanks have been conducted at UBC with a fourth and fifth currently in the planning stages. The first Think Tank was held during the Vancouver 2010 Olympic Games themed on *Sports Mega Events, Sustainability, and Impact Assessment*. It brought together academic experts and practitioners in the fields of event management, sustainability, and indicator analysis. Think Tank 2 dealt with *Sport Mega-Event Impacts, Leveraging, and Legacies* and was held November 11-12, 2011. This invitational event brought together twenty leading researchers from across the globe for an intensive two-day session where academic papers were presented and reviewed. The event was also preceded by a one-day graduate student symposium involving six universities. The third Think Tank entitled, *Sport & Sustainability: Universities as Agents for Change* was held in conjunction with UBC Athletics & Recreation, UBC Sustainability Initiative, the Green Sports Alliance and the BC Climate Action Secretariat. The event consisted of two days of interactive, peer-based learning on how sport can be leveraged to promote human and ecological wellbeing.

CSS Internships

Furthermore, the Centre has put in place an internship program with the goal of placing motivated graduate students with organizations seeking to use sport as a vehicle to advance sustainability related issues. The program has resulted in students working with the Vancouver Canucks, Vancouver Whitecaps, UBC Athletics & Recreation, and ViaSport.

Future Directions- Community Engagement

- To continue to improve the coordination and communication of student, staff and faculty lead community engagement initiatives through the Alumni and Community Engagement Officer and the new Community Engagement section of the School's website that will be launched at the end of May, 2014.
- To develop assessment tools that can demonstrate project impact.
- To provide ways that alumni can profile their community engagement projects and get involved in projects going on in the School.
- To develop a succession plan for leadership for the Centre for Sport and Sustainability as both the Director and Associate Director of Student and Community Engagement, who have been heavily involved in the development of the Centre, are retiring in the next year.
- The Associate Director of Student and Community Engagement will continue to initiate meetings with UBC's Director of Community Partners, UBC's Director of Community Engaged Learning, and the UBC's Director of Intercultural Understanding to explore ways of better resourcing and sustaining community engagement initiatives on campus.

4. KIN Alumni

History & Rationale

In recognition of the need to develop and maintain relationships with it over 7,000 alumni, an Alumni and Community Engagement Officer position was created in 2010. Since then various programs and ideas have grown allowing for alumni to feel a part of UBC and a part of the School beyond being a student.

UBC's *Place and Promise* strategic plan includes a set of fundamental pillars devoted to "creating an exceptional learning environment towards global citizenship and a civil and sustainable society." Part of the UBC strategic plan is the pillar around alumni engagement in which UBC is devoted to "enriching the lives of graduates through a deeper connection to UBC through an expansion of opportunities for lifelong engagement." With this emphasis placed on creating an engaging and holistic environment for alumni to continue flourishing in, the UBC alumni association made a fundamental shift in the way it supported their alma mater.

A new strategic plan, spanning from October 2012 to March 2017, was then created with a more robust vision, mission and set of strategic goals – *Alumni, Forever UBC*. It is recognized that alumni are an integral part of the university rather than external stakeholders, and thus are recognized as core members of the university in need of a more holistic and supportive set of opportunities. Borne out of this is not only a more encompassing vision, mission and set of strategic goals, but also a sense of identity for both the Alumni Association and its members, the alumni – that being *alumniUBC: Alumni, Forever UBC*.

alumniUBC Vision, Mission and strategic goals – October 2012 – March 2017

Vision

Realize the promise of a global community with shared ambition for a better world and exceptional UBC.

Mission

A member-driven association that, with UBC:

- promotes alumni personal and professional growth
- connects alumni with each other and their University

- stimulates the alumni community for positive change.

Kin Alumni Goals

The goals of the KIN Alumni Program are then to align with that of the UBC's *Place and Promise* as well as with *alumniUBC* on the overall vision, mission and strategic goals. Through a more comprehensive and robust set of communications, opportunities and programs, the School of Kinesiology alumni body will be recognized as a stronger force within UBC, while also supporting the continual growth of KIN alumni beyond the university. It is thus our goal to build upon *Alumni, Forever UBC* in a way that is more direct and catered to our alumni, providing a sense of membership and community as alumni move on to their next chapters of their lives. The School of Kinesiology strives to be a place where alumni can come for support and growth with a continued sense of belonging.

KIN Alumni Programs, Events and Initiatives

1. KIN Mentorship Program

The UBC Mentorship Program is a university wide program that takes place in Science, Applied Science, Arts, Land and Food Systems. As a way to enrich student learning and engage alumni, the program was initiated in 2008 with a small group of alumni who wanted to give back to the current students and the School of Kinesiology. Senior students are paired with alumni mentors for the period of October to April, during which the school provides three integral networking events, mentoring resources and support. Each pair works together over the year meeting a minimum of once per term and contacting each other once per month. This is monitored by the Alumni and Community Engagement Officer to ensure that both the students and alumni are getting the most possible out of the program.

2. KIN Reunions

Our alumni span a wide range of years, and thus the School needed to provide a way for all alumni to connect back with UBC. Across the university, reunions are a standard practice and thus it was essential that we provide the same opportunity to those alumni who have helped to shape the School. To create a more organic growth, we work directly with an alumni representative over the course of six months to a year. Our goal is to host one reunion a year. In 2012, we hosted the class reunion for the class of 1966 to 1968 with 21 alumni in attendance, while in 2013; there was a class reunion for the class of 1960 to 1965 with 29 alumni in attendance.

3. KIN Alumni Speaker Panels, Keynote Speakers and Workshops

Speaker Panels are another way to allow alumni to give back to students through dispensing the knowledge they've gained after university and how their time in the School helped them to get where they are today. We also work to secure influential alumni as keynote speakers at various events or have alumni come back and conduct workshops for students.

4. KIN Alumni Graduation Representatives

The alumni representative who greets each graduating student as they cross the stage at convocation is chosen and approved by the Director.

5. KIN Broad-Based Admissions Reading

Since 2012, the University of British Columbia expanded its use of broad-based admissions – an application process based both on grades and personal experiences – to all applicants of direct-entry undergraduate programs. Broad-Based Admissions Alumni Readers play a vital role in helping to shape the community of students and future alumni of the University of British Columbia. Since the inception of the BBA system, the School of Kinesiology has been leading the way with involving alumni as volunteer readers. Volunteer readers are asked to read approximately 10 applications (1 – 1.5 hours) per week from November to July. This is a unique volunteer opportunity as it allows those alumni who either may not be interested in attending physical events or may no longer be living in the Greater Vancouver Regional District,

but would still like to be involved. It is partly because of this, that *alumniUBC* has become involved to help develop a more sustainable program across the university using the School as a model example in this process.

6. KIN Alumni Communications

With such a diverse range and growing number of alumni, it is important that we tap into all communication outlets that we have the ability to use.

- *Monthly E-News (via Industry Mail out)*: The Alumni E-news is sent out on a monthly basis and reports on the following categories – News & Updates, Events & Programs, Career & Volunteer Opportunities and monthly features. It is a way for alumni to learn about what the school is doing, what fellow alumni are doing, and a way to get back in touch.
- *Social Media - Facebook, Twitter, Flickr, LinkedIn Group*: It is important to stay current and ensure that our young alumni are engaged in the ways that they most relate to.
- *Email and Webforms as first point of contact*: just one more portal by which alumni and the school can interact.
- *Mail, phone and in person*: With someone always in this position, alumni always have the opportunity to get in touch with the School – we would like to put forth an open door policy to our alumni so that they know they are always welcome after graduating.

Evaluation

Since the inception of this position, opportunities have been provided for alumni to reconnect and engage with the School as well as the university as a whole. This is evident in the some of the tracking numbers that have been accumulated. The School has some of the most engaged, keen and motivated alumni on campus and thus it is important to tap into this and provide opportunities for them to get involved.

We track growth through the number of alumni engaged in programs as well as those interacting through online methods. In the recent years, *alumniUBC* has implemented a metric that would allow the university to measure not only the number of alumni engaged, but also the depth of the engagement and all of this done through a point system. It is also important to note that many of our alumni have affiliation with the Faculty of Education and UBC Athletics so points may also come from events initiated by these two departments. As a whole, *alumniUBC* ensures that there is cross coordination between units so that alumni are offered as many opportunities for involvement as possible.

Mentorship Program

Year	Total Alumni	Total Students
*2008	10	10
2009	19	19
2010	35	35
2011	47	47
2012	56	56
2013	47	47

* The Mentorship Program began as a pilot in 2008 when this position was still taking form - a group of motivated alumni came back to the university and wanted to give back, but before this position there was no formalized way for them to do so. The pilot has since grown and now the program is well integrated into the University-wide Mentorship program.

Broad-Based Admissions Readings:

Year	Total Interested
2010	14
2011	18
2012	18
2013	12

Communications – Alumni E-News:

Average List size: 3500
Average Open Rate: 35.6%
Average bounced: 3.6%
Average Clicked through: 5.3%

Going forward we plan to assess how our e-communications can better support what alumni are looking for. Now that we have a number of newsletters that have been sent out, we can see what sections alumni are most interested in and better leverage this to allow for communication that speaks more directly to our alumni, thus helping to create a sense of community and belonging.

Alumni Surveys

Each of the alumni programs and events are evaluated by the participants with feedback surveys to ensure that alumni are receiving the support they need and to allow for continual growth of all initiatives. Through a collection of quantitative and qualitative data we are able to see many points of interest including, but not limited to:

- why alumni get involved,
- how they want to engage back with the school and UBC,
- how the School and UBC can better support them,
- the positive impact the programs, events and initiative are having,
- gaps in the programs, events and initiatives, and
- how much more connected they feel.

It is a common sentiment to hear upon that alumni want to feel connected, want to give back and wish they had the same opportunity as a student. Below is a small sampling of qualitative survey responses.

Why were you motivated to become a mentor?

- *I would have very much liked to have a mentor when I was a student. I also found it very stressful not having a clear idea of what lay ahead when I graduated, so I am happy to be able to support students who are having similar concerns. I also am not working in a field that is not directly related to Kinesiology now, so mentoring is a good way to stay connected with the school.*
- *I like sharing my experience and I hope it will make someone else road to their goals easier and less bumpy.*
- *Connection to alumni and new students.*
- *Sense of being connected to the Kin program. Giving back – I have and continue to benefit from mentors in various areas of my life who share their time and expertise with me.*
- *To give back to the students as I didn't have the opportunity when I was going through UBC.*
- *I enjoy connecting with students and supporting their career exploration.*
- *To provide real world experience and guidance as well as networking to future UBC grads. I would have liked to have had this type of opportunity when I was at UBC, so it prompted me to participate.*

What benefits did you gain from participating in the mentorship program?

- *Learned more about myself, my own goals and how to achieve them.*
- *I was totally inspired by the students and how far Kinesiology at UBC has come with mentorship, Coop, community engagement. I have been telling everyone about it!*
- *It was great to reconnect with UBC and some of my past professors. I also enjoyed being able to help a student navigate their career path.*
- *I met some great new students as well as professionals. Interesting stories were shared in the social events.*
- *Great to stay in touch with the program.*
- *Training/education workshops was helpful not only for interactions with mentees but also for my own life.*
- *I enjoyed returning to the university and staying connected with the faculty.*
- *New perspectives on what is happening in the School and the current job outlook Optimism for the future of our field!*

Future Directions – Kin Alumni

With such a strong foundation now built and with the strong relationship the School has with the Faculty of Education, Athletics and *alumniUBC*, it is important that this continue. With feedback gathered from a few solid cycles of programming, we can now see where the gaps exist and how we can better build our programs to support our alumni, while at the same time directly working with *alumniUBC* to utilize their resources as well. There is always room for growth and new initiatives with the right support and resources. Below are a few programs that we would like to see launched in the next couple of years.

Distance Mentorship Program

Many of our alumni no longer live near the campus and right now the majority of our events and programs involve being physically present. A distance mentorship program using an on-line platform would allow people to volunteer from afar as well as those that might not have the time to participate in a full in-person mentorship program.

Alumni Driven Workshops

A good number of alumni have come back, and with the knowledge they've gained in their careers, would like to conduct workshops for the students. We are able to offer one to two speaker panels a year, but with the motivation of these alumni, this may not be enough. Driven by their creative means, workshops organized with the schools help would be a great way for them to volunteer as well as for student development.

Professional Development Opportunities

Another plan is to build in more opportunities into the Mentorship Program and create more one off opportunities outside of the program that allow alumni to reconnect with each other and grow.

5. Kin Outreach

History & Rationale

The School of Kinesiology's Outreach Programs, namely Active Kids and BodyWorks, contribute directly to UBC's and the School's strategic plans in the areas of: i) student learning and development by offering over 100 student employment and volunteer opportunities, and ii) community engagement by offering programs to over 4,000 on-campus and off-campus clients. Both programs were acquired from the Department of Athletics and Recreation (A&R) and operate on a cost recovery basis. The Active Kids Program (originally UBC Gymnastics) was taken over in the 1990s when A&R shifted its core recreation operations to the new Student Recreation Centre. The Changing Aging Program (a fitness program for people aged 65 and over) was acquired in 2004 and incorporated into the BodyWorks Fitness Centre when A&R decided to focus on student recreation. Both programs operate out of the UBC Osborne Centre and there are a growing number of off-campus extension programs.

For several years, two staff managed Outreach Programs with academic oversight provided by an Advisory Committee that reported to the Director of the School. Following a recommendation based on an external review of Outreach Programs conducted in 2012 (see Student & Community Engagement Appendix 2), an Outreach Manager was hired to align Outreach with the School's strategic priorities in 2013. The manager is responsible for the day-to-day operations of the Outreach Programs, along with supervising and supporting the Active Kids and BodyWorks program managers and their student staff and volunteers, as well as the Kinesiology Co-Op student who coordinates the Registration Office. The manager is also responsible for marketing and finances and oversees the development of new partnerships, such as providing academic oversight on the International Summer Camps in 2013, in partnership with UBC Athletics and Recreation. The Advisory Board now acts in an advisory capacity focused on best practices in Kinesiology with respect to program planning, implementation and evaluation.

Outreach Program Goals

The educational mandate of the Outreach Programs is to provide:

- a community service that applies and serves as a showcase for knowledge, expertise, teaching and research in the School;
- a platform for the School's faculty, staff and students to interact directly with members of the community and the general public; and
- hands-on learning opportunities for Kinesiology students, including course-based experiences and practical, paid instructor or Personal Trainer positions, and co-op placements.

Outreach Program Design

UBC Active Kids offers physical activity programming from 18 months to adult (with the majority of programming focused on children age 18 and under). UBC Gymnastics comprises the majority of programs at this time, but additional programs such as karate, basketball, soccer and multi-sport playtime are being run by request of the University Neighbourhood Association (UNA), an organization that represents UBC's residential neighborhoods. These programs are managed by the Active Kids Program Manager who trains and leads certified instructors and volunteers to run these classes - the majority of whom are Kinesiology students. The students develop coaching and leadership skills in a non-competitive environment and have hands-on experiences to develop a better understanding of developmentally appropriate activities for children.

UBC BodyWorks is the only adult-oriented fitness centre at UBC. Offering services to the UBC community and the general public, BodyWorks uses evidenced-based practices involving collaborative care that includes self-management education, specialized fitness programming and the guidance of healthcare professionals when necessary. BodyWorks provides unique student learning opportunities as it develops quality health and fitness professionals through the services and programs that are offered to adults across the age-span. Targeting adults and older adults, the Fitness Centre offers group and individualized exercise programming focused on developing fitness and improving health by preventing injury, illness and disease. General strength and conditioning classes (called Community Fit), as well as age-specific programs (Changing Aging for 65 and older, or Fit Over 50), meet a wide variety of adult fitness needs. The Fitness Centre is managed by the BodyWorks Fitness Manager who recruits, trains and leads certified Personal Trainers and volunteers (Kinesiology students and alumni) to run fitness classes, offer Personal Training sessions and provide Workplace Health workshops.

Both Outreach Programs focus on offering physical activity classes regularly, as well as offering one-time services. The classes run year-round with class sessions mirroring the academic terms (Fall, Winter, Spring and Summer). The one time services offered are by request and come in the form of Personal Training, Moving Minds (an annual walk/run), Workplace Health Workshops or one-time promotional events (UBC BodyWorks), or active birthday parties for children, group/school bookings and private lessons (UBC Active Kids). In the summer months, summer camps are offered as part of Active Kids. Additional outreach activities focus on special projects that are often priorities of the larger university, such as providing academic oversight of the UBC International Summer Camps and the support of the Special Olympics that are being hosted by UBC in 2014.

Student Demand & Students Served

While the UBC BodyWorks is a smaller program, it offers the most extensive Kinesiology student involvement and professional opportunities. Students have opportunities to work 1-on-1 with members, as both volunteers and Personal Trainers, while many student employees become Fitness Instructors, leading group fitness classes. The focus on more specialized populations, such as those with cardiovascular disease, diabetes or other chronic illness or disease, allows students to develop more extensive skills and knowledge. Students are also given leadership opportunities as part of the client intake process to liaise with health care professionals regarding matters concerning their clients. Combined with a growing professional development program for student volunteers and staff, the BodyWorks Fitness Centre offers unique learning opportunities that help jumpstart KIN student careers. KIN student volunteers are also offered opportunities to build professional certifications and a formal professional development fund is offered to allow current student staff to apply for funding support to attend workshops and conferences. Further leadership opportunities are also available for BodyWorks staff to work closely with the Program Manager in additional roles delivering seminars, administering staff/volunteer training and mentoring newer volunteers or staff members.

UBC BodyWorks	2010	2011	2012	2013 (Jan-Present)
KIN Student Employees	25	26	35	41
KIN Student Volunteers	12	14	35	42
TOTAL	37	40	70	83

UBC Active Kids offers students both volunteer and employment opportunities as well. Active Kids student staff act as group instructors for physical activity programs, such as Gymnastics Coaches in the UBC Gymnastics. Student staff volunteers aid in the support of these group activities while building their skills and knowledge. A formal professional development program has been developed for Gymnastics Coaches and was piloted in the Summer 2013. All Gymnastics Coaches are able to also access funding support to gain additional coaching certifications from the National Coaching Certification Program (NCCP).

UBC Active Kids*	2010	2011	2012	2013 (Jan-August)
KIN Student Employees	13	13	25	22
KIN Student Volunteers	0	0	1	10
TOTAL	13	13	26	32

** This table likely includes duplicate participants in the various programs. We are currently able to only assess the total number of registrants for each program.*

Community Demand and Community Served

The UBC Active Kids and UBC BodyWorks engagement with the community comes in a variety of formats. The most common and extensive is with individuals participating as members of the Fitness Centre or as participants in the Active Kids programs.

UBC BodyWorks	2009	2010	2011	2012	2013
# in Changing Aging	156	133	146	114	103
# BodyWorks members	101	119	136	300	245
Total	257	252	282	414	348

One larger initiative associated with BodyWorks that is not accounted for in the table above is the annual on-campus Moving Minds walk/run. Started in 2010, in collaboration with UBC Human Resources and the Association of Management and Professional Staff (AAPS) at UBC, Moving Minds offers a free event to UBC staff and faculty to promote physical activity and health resources. In its third year, it involved over 270 participants and in 2014, the targeted participation goal is 330, with partnerships and expanded collaboration with a number of new organizations, including the BC Special Olympics, the Physical Activity Research Centre (PARC), and UBC Campus and Community Planning.

Resources have been directed towards informal community engagement activities that have historically been unrecognized or undocumented. For example, every year, a Kinesiology class hosts a hands-on learning opportunity in the BodyWorks Fitness Centre where students teach a fitness class to group of visiting high school students. Another example is a partnership with a new research facility developed at the Vancouver General Hospital, where the BodyWorks Manager (who has ACSM certification) is acting in an advisory capacity for the fitness activities offered for people with spinal cord injuries. In 2013, new monthly seminars and preventative health services have been offered by BodyWorks to Fitness Centre members, Kin students, and the public, in collaboration with other partners from a number of different disciplines around UBC. The new Outreach Manager has plans in place to track and share outcomes from these additional community engagement activities on an annual basis.

Evaluation

Various forms of evaluation currently in place include:

- Student employee and volunteer performance reviews are performed by the respective Program Managers.
- Participant surveys are conducted in both the Active Kids and BodyWorks Fitness Centre programs.
- Annual review meetings are conducted with the Advisory Board.
- Assessment of Kinesiology student engagement is done on a term-by-term basis (volunteer versus employment).
- Participation/membership rates and financial reports are conducted quarterly.
- Annual performance reviews are conducted with the Outreach and program managers.

In 2012, the Outreach Programs external review panel concluded that: “The Outreach Programs offered by Kinesiology are well run and meet an important need” (2012, p. 19). The table below outlines the actions that have been taken in the short time since the review and the hiring of the Outreach Manager in 2013 to meet the 16 recommendations in the Outreach Program external review report.

School-focused recommendations	Actions Taken
1. Develop a single vision for the School’s community engagement and outreach activities	Done - See the School’s Community Engagement Working Group Report, May 2012 (Appendix 1)
2. Develop a business plan to raise \$150,000 annual mortgage payment.	The Outreach mandate has been clarified – it is to operate on a break-even basis to contribute to the School’s student learning and community engagement strategic goals (not to raise funds for a new building for the School).
3. Develop a policy to incorporate practicum/experiential learning	In progress.
4. Approach the Deans Office to request that the 6% tax levied on gross earning be set against net earnings after expenses.	The Administrative Manager has followed up with the Dean’s Office regarding the 6% last fiscal year (FY12/13), however, all “Fee for Services” (revenue generating accounts) in the Faculty are taxed at 6% off the revenue. With the current financial deficit in the Faculty, the 6% will continue until a new financial model is developed for all Education’s revenue generating services/accounts.
5. Appoint a Director for Outreach Programs	Done - an Outreach Manager was hired in 2013.
6. Set a new mandate for the Outreach Programs Advisory Committee	A new mandate has been developed that aligns directly with UBC’s and the School’s strategic plans.
7. Restrict membership on the Outreach Programs	The Advisory Committee has been restructured. Consideration will

Advisory Committee.	be given to including Kinesiology student representation.
8. Revisit the organizational chart to ensure reporting lines are clear.	Reporting lines have been clarified. Program managers report to the Outreach Manager, who reports to the Associate Director of Student and Community Engagement, who reports to the Director of the School.

Outreach-program focused recommendations	Actions Taken
9. Develop a business plan for Outreach programs	Business plans have been developed for both Active Kids and BodyWorks and a revised Outreach version is being developed in 2014.
10. Consult with UNA and A&R to develop new programs.	Ongoing. In Spring 2013, a new partnership with A&R was developed with the UBC International Summer Camps. In Spring 2014, a new soccer program was created at the request of the UNA.
11. Find ways to raise funds for Outreach	A new fundraising website was developed for the BodyWorks Fitness Centre, in collaboration with the Development Officer from the Faculty of Education.
12. Devise policies for booking priorities and gym use.	This falls under the scope of the Facilities Manager, who is no longer a part of the Outreach Programs.
13. As budgetary resources will allow, renovate or renew gyms and equipment.	New equipment is being purchased on a regular basis as required, such as a treadmill for BodyWorks and a new balance beam for Active Kids in 2013.
14. Revise prices for gym rentals	Gym rentals are now handled by the Osborne facility manager and are no longer handled by Outreach.
15. Keep Outreach programs together under one administrative umbrella	Done (as indicated in restructuring above).
16. Review policies regarding risk management, especially around qualifications and credentials of staff.	New qualification requirements have been implemented, job descriptions have been revised and a series of new initiatives are being developed to address information privacy and storage risks associated with participant records.

Future Directions – Outreach Program

A plan is in place to expand programming in the UBC Active Kids offerings beyond the Gymnastics offerings in the Fall 2014. Options currently being considered are:

- afterschool programming through School partnerships, and
- programs (or inclusive programs) for children with intellectual or physical disabilities (a social sustainability initiative following the Special Olympics taking place at UBC in 2014).

Additional plans for the Active Kids program include the further implementation of the professional development program with the student coaches, and the development and implementation of a comprehensive communications plan.

UBC BodyWorks recently implemented a variety of changes to the structure of classes and rates in order to maximize Fitness Centre participation and efficiencies, which will be monitored. Expansion of the Workplace Health Programs (a new series of workshops and fitness classes offered in workplaces, started in August 2013) will continue to be a priority, along with marketing to garner new memberships. The overall focus for Outreach in 2014-2015 will be strategic communications, alignment with fiscal and information storage and privacy practices at UBC, and a new strategic plan focused on connecting further with the academic and research mission of the School.

People & Outstanding Work Environment

The School creates a welcoming, inclusive and collegial work environment based on mutual respect and encouragement fostered by both faculty and staff.

The School is a workplace of choice attracting outstanding teachers, staff and researchers.

The School's commitment to an outstanding work environment is indicative of the people and the shared goals and experience of the School.

Working and Educational Environment, Morale and Institutional Culture of School of Kinesiology

The School is fortunate to have highly motivated and engaged students, faculty and staff. This is a foundation for all that happens in the School and it undergirds the very positive working and educational environment, morale and institutional culture of the School. It is the people who make the School what it is and this is reflected in the School's labs, classrooms, and community programs and within the leadership and governance of the School.

An express goal of the School's leadership team is to support faculty, staff and students to make the School of Kinesiology the best place to work and study in North America. Signs of the collective success of this commitment are the retention of faculty members (no one has moved to another position during the last 10 years), 100% success with reappointment, promotion and tenure cases put forward to the Faculty of Education, the advancement of Kinesiology staff within the UBC system, the high retention rate for undergraduate students (over 90% - among the highest in the University), and the continued success of faculty members, staff and students (graduate and undergraduate) in obtaining competitive awards and contributing to the strategic goals of the University. The School's institutional culture can be characterized as supportive and collaborative with a high expectation for faculty, staff and students to participate actively in the affairs of the School (to "step up" to the job at hand) and to work in support of the continued evolution of the School and the greater good of the School's community.

The Kinesiology undergraduate student body is well known at UBC for their esprit de corps, camaraderie and supportive spirit. BKin students are involved in multiple activities on campus, particularly within the UBC Recreation Program, and stand out with respect to their volunteerism and positive contributions. A recent example is a group of students who turned a class project on the Special Olympics into a student club that supports continuing engagement with SOBC as a legacy of the Special Olympics Canada 2014 Summer Games that were held at UBC July 8-12, 2014.

Similarly, faculty members and staff contribute actively to University affairs and participate on a wide array of University and Faculty of Education committees, in addition to volunteering in the community and engaging in community service learning opportunities. An example of how the interests of the three groups reinforce each other is the School's involvement with the Collingwood Neighbourhood House (CNH), where a faculty member's participatory action research and community service projects intersect with the School's Outreach Programs and courses. KIN undergraduate and graduate students have undertaken projects with CNH under the auspices of field experience courses and a course focused on intercultural understanding. There are similar initiatives in Vancouver's Downtown Eastside (DTE) and the School is continuing to build its relationship with Musqueam through the "Bridge Through Sport" program and also through direct contact by the Director of the School's Outreach Programs.

National and International Reputation of Faculty

The School has an excellent reputation nationally and internationally. Faculty members have received a number of recognition awards for their research, as have the School's graduate students. Research productivity is high as seen in the quantity and quality of publications (see the research summary in the self-study), the high success rate with Canadian Tri-Council Grants (CIHR, NSERC, SSHRC) and with Scholar Awards (CIHR, MSFHR). The fact that UBC

Kinesiology faculty members are sought after as collaborators on a national and international scale is also indicative of their reputation.

Practices, Policies and Programs that Support Advancement and the Working Environment

- **Mentoring Programs** – The School has formal mentoring procedures for teaching and uses an informal, organic mentoring system for faculty and staff advancement. During 2005-07, the School developed guidelines for peer mentoring and review of teaching (May 9, 2007) and peer evaluation procedures (November 5, 2007) that were phased in over the next academic year and a half and fully implemented on January 1, 2009. This system provides for summative and evaluative peer reviews of teaching. It also integrates closely with the instructional support programs of UBC's Centre for Teaching, Learning and Technology (CTLT). Career advancement mentoring is integrated into the cultural fabric of the School through an expectation that senior faculty members and staff will work with junior faculty members and staff to help them learn the systems, values and requirements for them to contribute and excel within the School, Faculty and University context.
- **Annual Reviews and Merit Reviews** – The activities of both staff and faculty are reviewed annually. For staff this occurs through a formal review process with the School's Administrative Manager and the Associate Director in their respective operational area (undergraduate, graduate, student and community engagement) and through the staff merit review process. For faculty, this occurs through a peer review process for merit and PSA (Performance Salary Adjustment) that is organized under the auspices of the School's Personnel Committee that, in addition to the five elected members (three year terms), includes two additional faculty members selected to represent the instructor ranks and where possible untenured faculty members. Faculty members are also subject to formal periodic reviews for promotion and or tenure under the Collective Agreement between the University and the Faculty Association. The Director of the School maintains an open-door policy and meets with faculty members on an ongoing basis throughout the year. These meetings can be initiated by the faculty member or the Director.
- **Distribution of Workloads** – Faculty workloads are set by the Director of the School in accordance with the School's Policy Document on Equitable Workloads (November 9, 1998, revised June 12, 2014). Staff workloads are set by the Administrative Manager in consultation with the Director and Associate Directors. All workloads are set in compliance with relevant policies and procedures under the Collective Agreement and union contracts.
- **Distribution of resources, awards and leadership development** – As a rule of thumb, the School endeavors to distribute resources, awards and leadership development as widely as possible so that benefits are shared and the impact of the resources are leveraged. Examples include merit and PSA awards, graduate student teaching assistantships and academic assistantships, lab supports, professional development awards for faculty members (University), travel awards for graduate students (School, Faculty of Education and Faculty of Graduate and Postdoctoral Studies) and faculty (Faculty of Education), career development workshops and skills training for staff, and CTLT courses and programs for faculty. In addition to this, the School also invests strategically in areas such as curriculum development, international student recruitment, community engagement, the School's seminar series, and research support that the School has agreed are priorities.

Methods for Communicating to Appropriate Groups about Practices, Policies and Programs that Support Advancement and the Working Environment

Communication modalities include School meetings, annual emails and reminders, and electronic copies of policy documents (e.g., Policy Document on Equitable Workloads, Merit and PSA Review Procedures, Guidelines for Teaching Mentorship and Peer Review, etc.) that reside on the School's Common Drive and are accessible by all faculty and staff. The minutes of School meetings and Retreat notes are emailed to all faculty and staff and to student representatives

(two graduate and two undergraduate) and are maintained by the Director's Assistant on the Administration Drive and available on request.

New Hiring Since the 2009 External Review

The School has not hired any new faculty members since the previous review in 2009, but has recently (June, 2014) completed a search for a Tier 2 CRC nominee in Physical Activity and Health and is currently (July, 2014) processing a five-year, grant tenure Assistant Professor appointment for a Rick Hansen Institute-Michael Smith Foundation for Health Research (RHI-MSFHR) Scholar Award recipient (start date: September 1, 2014) in collaboration with ICORD (International Collaboration on Repair Discoveries).

The School is also reviewing a second RHI-MSFHR Scholar Award recipient for a potential grant tenure Assistant Professor appointment in the School (potential start date: September or October, 2014), again in collaboration with ICORD, and is engaged in searches for four new faculty positions:

1. Sport and Exercise Nutrition, Lecturer (0.5 FTE, 50% shared appointment with the Department of Athletics; potential start date: September 1, 2014)
2. Aboriginal Health, Exercise & Physical Activity, Assistant/Associate Professor (1.0 FTE, funded 50% by Provost's Office for 5 years; start date: July 1, 2015)
3. Statistics and Research Methods, Instructor 1 (1.0 FTE, start date: July 1, 2015)
4. Socio-Cultural Studies in Physical Activity, Health and Sport, Assistant Professor (1.0 FTE, start date: July 1, 2015)

Beyond this, the School is also searching for a new Director with a start date of July 1, 2015. The Director's search is organized under the Dean's Office and is led by the Dean of Education. All of the searches and hirings strictly conform to University guidelines concerning gender and equity groups.

Summary of Tenure and Promotion Cases in the Last 10 Years

Over the last ten years the School has successfully supported all cases for promotion with tenure that have come forward, including five female and nine male faculty members. Thirteen of the promotion with tenure cases were to Associate Professor with tenure and one was to Senior Instructor with tenure. Over the same period, eight faculty members were successfully promoted to Professor, including three women and five men. (See table below.)

Faculty Tenure Appointments by Gender 2004-2014						
Name	Current Rank	Status	Appointment Date	Appointment Rank	P&T	Promotion
Beauchamp, Mark	Assoc Professor (tenure)	Active	2006-01-01	Assistant Professor	2010-07-01	
Blouin, Jean-Sebastien	Assoc Professor (tenure)	Active	2006-04-01	Assistant Professor	2011-07-01	
Bredin, Shannon	Assoc Professor (tenure)	Active	2004-07-01	Assistant Professor	2013-07-01	
Carpenter, Mark	Assoc Professor (tenure)	Active	2005-01-01	Assistant Professor	2010-07-01	
Clarke, Laura	Professor (tenure)	Active	2004-01-01	Assistant Professor	2009-07-01	2013-07-01
Chua, Romeo	Professor (tenure)	Active	1999-07-01	Assistant Professor	2001-07-01	2006-07-01
Frisby, Wendy	Professor (tenure)	Retired	1991-07-01	Assistant Professor	1995-07-01	2007-07-01

Gallo, Maria	Senior Instructor (tenure)	Active	2009-07-01	Instructor I	2014-07-01	
Hodges, Nicola	Professor (tenure)	Active	2004-07-01	Assistant Professor	2008-09-01	2013-07-01
Kennedy, Paul	Instructor I (pre-tenure)	Active	2009-01-01	Instructor I	Pre-tenure	
Koehle, Michael	Assoc Professor (tenure)	Active	2008-07-01	Assistant Professor	2013-07-01	
Lam, Tania	Assoc Professor (tenure)	Active	2005-07-01	Assistant Professor	2011-07-01	
Miran-Khan, Karim	Professor (tenure)	Active	2000-07-01	Assistant Professor	2008-07-01	2008-07-01
Rupert, James	Assoc Professor (tenure)	Resigned	2004-07-01	Assistant Professor	2009-07-01	
Sheel, William	Professor (tenure)	Active	2001-01-01	Assistant Professor	2005-07-01	2011-07-01
Warburton, Darren	Professor (tenure)	Active	2002-07-01	Assistant Professor	2006-07-01	2011-07-01
Wilson, Brian	Professor (tenure)	Active	2001-01-01	Assistant Professor	2005-07-01	2011-07-01
6 Females						
10 Males						

Aboriginal Engagement

“We are connected to this place We are the land, and the land is us.”

Musqueam: A Living Culture

“The promise of this place is made to us all. In respect of the Musqueam and Okanagan lands on which the University sits, and with all voices raised to tell a new story, UBC advances educational opportunities with and for Aboriginal people on its campuses and in the wider community.

In response to the expressed needs and aspirations of Aboriginal peoples, UBC engages in research and generates curricula across the University that respect, reflect, and include Aboriginal cultures, histories, and systems of knowledge. In both academics and operations, the University addresses issues of ignorance and misunderstanding resulting from the educational failures of the past.

The University strives to ensure that Aboriginal students, staff, and faculty find their perceptions and experiences echoed in the classroom, on campus, and among their peers. Out of an environment of opportunity and support emerge new Aboriginal role models who light the way for future generations of scholars and citizens.” **Place and Promise: The UBC Plan**

As reflected in its Strategic Plan, the School has a strong commitment to the University’s Aboriginal Engagement Strategy, and is working actively to strengthen its links with local communities and to build on the connection between physical activity and health and the interest in wellbeing, sports and physical activity in Aboriginal communities. The School has undertaken a variety of initiatives to support Aboriginal Engagement including recruitment of Aboriginal students, providing better supports and research opportunities for Aboriginal students, recruiting faculty members with Aboriginal ancestry, engaging in community-based action research and community based experiential learning (CBEL), and assessing and enhancing course offerings relating to Aboriginal experience.

Enrolments

Over the last 10 years, self-reported enrolment by Aboriginal students in the Bachelor of Kinesiology has increased from 11 students in 2004 to 35 students in 2013. While the latter figure remains small relative to non-Aboriginal students (1061), the self-reported number likely understates actual enrolment (not all Aboriginal students self-report), and the School is continuing to actively recruit undergraduate Aboriginal students. The School has enrolled four Aboriginal students in graduate studies over the last five years in the MA and PhD programs.

Student Research

Support for Aboriginal student research in the School ranges from initiatives that are focused on Aboriginal experience to mainstream research support. An example of the former is the Aboriginal health team that Daren Warburton has created in his lab, and that actively involves Aboriginal undergraduate and graduate students in research on the role of exercise in cardiovascular health in Aboriginal communities. An example of the latter is Ian Franks’ work to facilitate funding opportunities for Aboriginal students through the NSERC Undergraduate Student Research Awards (USRA). There are also opportunities for non-Aboriginal students to study and research Aboriginal culture, history and experience. Faculty in the social sciences, namely Brian Wilson, Laura Hurd Clarke and Wendy Frisby, teach and have expertise in the areas of social justice, social inequality, social movements, race and ethnicity, and culture, health and physical activity. Collectively, they support course-based research by Aboriginal and non-Aboriginal students alike in these areas.

Community Engagement

The School is working to increase its engagement with Aboriginal communities in mutually supportive and productive relationships through multiple channels, including community based action research and community service learning opportunities through courses like 454B Field Experience in Kinesiology and Health Science Settings and 469 Chronic Health Issues, Physical Activity, and Community Practice. Wendy Frisby has specialized in community-based action research and secured individual and collaborative grants that relate broadly to recreation and community health and that include Aboriginal culture, health and physical activity.

Curriculum

Beyond the CBEL opportunities noted above, the School is reviewing Aboriginal-specific content contained in courses such as HKIN 103 Active Health and 465 Interculturalism, Health and Physical Activity, and considering strategies to increase course contents and courses in the areas of Aboriginal culture, health and physical activity.

Student Services

The School is committed to facilitating greater participation of Aboriginal students in the School's programs, including recruitment, advising, student development, community service learning (CSL), community programs (downtown eastside; UBC-Musqueam), alumni development, and high school to university and undergraduate to post-graduate transition programs. This includes involvement with Aboriginal alumni from the School as part of Alumni Development and the Kinesiology Mentorship Programs. The School is actively reaching out to students who have self-declared as Aboriginal and have graduated, to see if connections can be made to their communities and schools.

This School is continuing to focus on developing programs to recruit, prepare and support Aboriginal students in high schools and colleges for successful studies in the School of Kinesiology by strengthening programs of academic and social support for Aboriginal students. An example was a recruitment event held in April 2010 where the School partnered with the Faculty of Education to lead a group of Aboriginal high school students through the School's Active Kids program and the Undergraduate Learning Centre. More recently, on February 23, 2012, over 200 Aboriginal high-school students visited UBC, and the School was again able to conduct activities in the Undergraduate Learning Centre.

Dedicated Scholarships

In 2011/12 the School created two \$1,000 entrance scholarships for Aboriginal students with an option for the students to renew the scholarships in second year if they maintain their academic average. This program is intended to assist qualified incoming students and serve as a bridge for Band funding. In addition, the University has a Major Aboriginal Entrance Scholarship that is available to incoming Aboriginal undergraduate students, and that has been won by BKin students in the past.

Cross-Campus Affiliations

The Director of the School is a member of the Advisory Group for the new Centre for Excellence in Indigenous Health which is located in the School of Population and Public Health, and serves as a member of the Council of the College of Health Disciplines for which Aboriginal Health is a standing focus. The School also works closely with the Associate Dean of Indigenous Education in the Faculty of Education, Jo-ann Archibald. The Associate Dean helped create an opportunity for the School to hire an Aboriginal Scholar with support from the Provost's Office.

Search for Aboriginal Scholar

The School has conducted three searches to hire an Aboriginal scholar in the area of Aboriginal health, exercise and physical activity. The first search ended without a hireable candidate and the two subsequent searches resulted in a declined offer. Preparations are underway for a fourth search this September, 2014. The position is being advertised at the Assistant/Associate Professor level with 50% funding by the Provost's office for the first five years.

Resources, Administration & Governance

Organizational and Governance Structure of the School of Kinesiology

Academic Governance

Under UBC Senate policy (Chant Report, February 16, 1949), Schools are positioned within faculties in a manner similar to departments but have unique lines of authority similar to faculties for reporting to Senate on undergraduate curriculum and student affairs and to the Faculty of Graduate and Postdoctoral Studies on graduate curriculum and student affairs. The governing curricular body for a School is a Council that is comprised of faculty members in the School and representatives of closely related departments.

Administration

The Dean of the Faculty has administrative authority and responsibility for the School of Kinesiology within the University. Day-to-day operation of the School and most administrative matters are under the supervision of the Director, Associate Director Undergraduate Affairs, Associate Director Student and Community Engagement, Associate Director Graduate Affairs and Research, and the Administrative Manager. Hiring of faculty is done through the Faculty of Education Dean's Office, but curriculum planning, student admissions, teaching assignments and load, budget, fiscal accounting, strategic planning, staff hiring, and allocation of research and office space fall within the School.

1. **Director** - responsible for the overall operation of the School; reports to the Dean of the Faculty of Education. This position has been held by Robert Sparks since July, 2004.
2. **Associate Director Undergraduate Affairs** - responsible for the overall operation of the undergraduate program; represents School on University and external committees relating to undergraduate affairs, chairs the Undergraduate Committee, reports to the Director of the School. This position has been held by Shannon Bredin since July, 2014.
3. **Associate Director Graduate Affairs and Research** - responsible for the overall operation of the graduate program; monitors research infrastructure and resource needs and advocates on behalf of faculty, students and the School; represents School on Faculty of Education graduate program and research committees; chairs the Graduate Committee, reports to the Director of the School. This position has been held by Bill Sheel since July 2012.
4. **Associate Director Student and Community Engagement** – responsible for leading and implementing the School's student and community engagement strategies; chairs the Student and Community Engagement Committee; represents School on University and external committees relating to student and community engagement; reports to the Director of the School. This position has been held by Paul Kennedy since July, 2014.
5. **Administrative Manager** – responsible for overseeing the School's budget and research accounts, hiring and managing staff, staff hiring and financial operations of the Outreach and Co-op programs; reports to the Director of the School. The position of Administrative Manager has been held by Clara Ng since May, 2011.

6. **Leadership Team** – responsible for administrative management of the School; meets weekly or as requested by the Director; comprised of Director, Associate Director Undergraduate Affairs, Associate Director Student and Community Engagement, Associate Director Graduate Affairs and Research, Administrative Manager, Assistant to the Director (Kathy Manson).
7. **Leadership Team and Advisory Committee (LTAC)**. The Leadership Team meets regularly with the Director’s Advisory Committee to plan School meetings and retreats, and review the affairs of the School. This combined group is now identified as LTAC. The terms of reference and membership of the Director’s Advisory Committee are listed below (See Advisory Committees, p. 4).

Academic Governance

Undergraduate Affairs

The Associate Director Undergraduate Affairs chairs the Undergraduate Committee. Gail Wilson serves as the Undergraduate Coordinator and is responsible for awards and the content and instruction of the performance analysis courses. Fran Harrison is the Undergraduate Program Administrator and Advisor, Meghan Lamont is the Associate Academic Advisor, and Deborah Gromer is the Undergraduate Program Secretary.

The **Undergraduate Committee** consists of the Associate Director Undergraduate Affairs, the Undergraduate Program Administrator and Advisor (ex-officio, non-voting), the Undergraduate Coordinator (ex-officio, voting), two undergraduate student representatives from the elected members of the Kinesiology Undergraduate Society, and three faculty members who represent the diverse interests of the academic program. In 2014/15 these members are: Shannon Bredin (chair), Fran Harrison, Gail Wilson, and Romeo Chua. The student representatives are Jenna McEwen-Doris, and Jason Quach. One faculty position is currently open.

Committee terms of reference include program policy development, curriculum development, course scheduling, undergraduate scholarships and awards, student appeals, monitoring student success and program compliance with University policies and regulations.

Graduate Affairs and Research

The Associate Director Graduate Affairs and Research chairs the Graduate Committee. Helen Luk is the Graduate Program Assistant and oversees student applications, maintains student records, and serves as an information resource.

The **Graduate Committee** consists of the Associate Director Graduate Affairs and Research, two graduate student representatives elected annually by students in the Master’s and Doctoral programs, and four faculty representatives, each with responsibility for specific program areas. In 2014/15 these members are: Bill Sheel (chair), Jean-Sébastien Blouin – Health Sciences; Darren Warburton - Natural Sciences; Laura Hurd Clarke - Social Sciences; and Maria Gallo - Master of Kinesiology Program. The two graduate student representatives are Carli Peters (Master’s) and Eveline Passman (doctoral).

Committee terms of reference include program policy development, curriculum development, course scheduling, graduate scholarships and awards, student appeals, monitoring student success and program compliance with University policies and regulations.

Student and Community Engagement

The Associate Director Student and Community Engagement chairs the Student and Community Engagement Committee.

The **Student and Community Engagement Committee** consists of the Associate Director Student and Community Engagement, a graduate student representative from the elected members of the Graduate Student Advisory Group (GSAG), an undergraduate student representative from the elected members of the Kinesiology Undergraduate Society (KUS), the Alumni and Community Engagement Coordinator, Student Engagement Officer, Co-Op Coordinator, Outreach Programs Manager, and two faculty members who represent the diverse interests of the academic program. In 2014/15 these members are: Paul Kennedy (chair), Jackie Hoffmann, Joanna Pedersen, Simone Longpre, and Suzanne Jolly. Note: The two faculty and two student representative positions are currently open.

Committee terms of reference: program planning and policy development, integration and coordination of student and community engagement activities, program funding, monitoring program success and compliance with University policies and regulations.

Standing Committees

In addition to the Undergraduate, Graduate and Student and Community Engagement Committees, there are three further standing committees in the School:

Personnel Committee

The Director of the School chairs the Committee. The Committee consists of five faculty members elected at large for three-year terms. Members must be at the rank of Associate or Full Professor. When dealing with matters relating to merit and career progress, the Committee is supplemented with two additional members to be broadly representative of the ranks in the School (see Merit and PSA Review Committee, below). In 2014/15 the Personnel Committee members are: Romeo Chua, Peter Crocker, Laura Hurd Clarke, Tim Inglis, and Tania Lam.

The Committee terms of reference include faculty appointments and re-appointments, recommendations for tenure and promotion, periodic reviews, peer reviews of teaching, merit and career progress, policy development relating to faculty performance and review, and monitoring School and faculty member compliance with the Collective Agreement and University policies and regulations.

Merit and PSA Review Committee

The Director of the School chairs the Committee. The Committee consists of the five elected members of the Personnel Committee (see above) supplemented with two faculty members appointed by the Director to be broadly representative of the ranks in the School. Typically the two appointed members include an untenured Assistant Professor and Instructor. The Committee terms of reference include reviews and review procedures for Merit and Performance Salary Adjustment (PSA). As part of an annual assessment of review procedures, the Committee evaluates the School's reporting procedures including the Summary of Activities form and required submissions, and the criteria used to assess meritorious performance in teaching, research and service. In

2013/14 the Committee members were: Mark Beauchamp, Laura Hurd Clarke, Tim Inglis, Jim Rupert, and Tania Lam and two additional members (Paul Kennedy and Michael Koehle).

Senior Personnel Committee

The Director of the School chairs the Committee. The Committee consists of all faculty members in the School at the rank of Full Professor.

The Committee terms of reference include recommendations for promotion to Professor and faculty appointments and re-appointments at the rank of Professor.

Advisory Committees

Director's Advisory Committee

Composition: Three faculty members appointed by the Director to be broadly representative of the School's ranks, gender and locations; one undergraduate and one graduate student representative selected by the KUS and GSAG; members serve one-year renewable terms. In 2014/15 the Committee members are: Mark Carpenter and Nicola Hodges. The two student representatives are Jenna McEwen-Doris (Undergraduate) and Carli Peters (graduate). One faculty position is currently open.

Duties: Advise the Director on matters of the School; members are available for both formal and informal consultation; the group meets once monthly with the School's Leadership Team and as requested by the Director. The combined group of the Leadership and Advisory Committee is LTAC.

Information Technology Advisory Committee (ITAC)

Composition: School's Systems Analyst, Audiovisual Technician, three Kinesiology faculty representatives (faculty), an undergraduate and a graduate student representative selected by the KUS and GSAG, Administrative Manager, Associate Director Undergraduate Affairs. In 2014/15 the members are: Cliff Storlund, Tom Neville, Paul Kennedy, Bill Sheel, Shannon Bredin, Clara Ng (Chair). Note: One faculty representative position is currently open and the two student positions are currently open.

Duties: Consult with faculty, staff and students concerning IT needs; review and recommend IT policies. The Committee advises the Administrative Manager.

Outreach Advisory Committee

Composition: Three faculty members (at least one representing adult and older adult physical activity and one representing children's physical activity) selected by the Outreach Programs Manager in consultation with the Director, a graduate student representative from the elected members of the Graduate Student Advisory Group (GSAG), an undergraduate student representative from the elected members of the Kinesiology Undergraduate Society (KUS), Associate Director Student and Community Engagement (ex officio, voting), Outreach Programs Manager, two community partners, and additional members as needed. The Committee is chaired by the Outreach Programs Manager. Faculty members serve one-year renewable terms. In 2014/15 the committee members are: Shannon Bredin, Barry Legh, Gail Wilson, Paul Kennedy, and Suzanne Jolly (chair). The two student representative positions and the two community partner positions are currently open.

Duties: Provide academic oversight and advice with regard to program operations, including the following: i) ensuring that the Outreach programs are developmentally appropriate and follow evidence-based instructional

approaches; ii) recommending hiring criteria and training guidelines for staff and volunteers to ensure safety and high quality program delivery; iii) providing UBC student learning and development opportunities (e.g., co-op, staff and work-learn positions, community service learning, certifications, community engagement); and iv) developing ongoing and new partnerships both on and off campus for marketing and communications, pooling resources, and the generation of new Outreach program opportunities.

Safety Committee

Composition: Faculty and/or staff representatives from Osborne Centre, Auditorium Annex, War Memorial Gym, and UBC Athletics & Recreation. Committee Chair – Administrative Manager or designate. In 2014/15 the members are: Rob Langill, Halton Lin, Ayaz Mahmood (chair), Tom Neville, Clara Ng, Kathy Manson, Chris Tse, Scott Fraser and Beth Im-Jenkins (UBC Athletics & Recreation).

Duties: As defined by University Regulations and WorkSafe BC.

Human Resources

Faculty Members

The School has a faculty complement of 23 members (21.73 FTE), seven of whom are women. Three faculty members are jointly appointed in Kinesiology and Sports Medicine: Drs. Karim Khan, Michael Koehle, and Don McKenzie.

Faculty Members Appointed/Jointly Appointed in Kinesiology

Name	FTE	Gender	Academic Rank	Location
Beauchamp, Mark	1	M	Assoc. Prof.	War Memorial
Blouin, Jean-Sebastien (CCRF)	1	M	Assoc. Prof.	Copp
Bredin, Shannon	1	F	Assoc. Prof.	Osborne Centre
Carpenter, Mark (CRC)	1	M	Assoc. Prof.	Osborne Centre
Chua, Romeo	1	M	Professor	War Memorial
Crocker, Peter	1	M	Professor	War Memorial
Franks, Ian	1	M	Professor	War Memorial
Gallo, Maria	1	F	Instructor I	War Memorial
Hodges, Nicola	1	F	Professor	War Memorial
Hurd Clarke, Laura	1	F	Professor	Aud. Annex
Inglis, Tim	1	M	Professor	War Memorial
Kennedy, Paul	1	M	Instructor I	Osborne Centre
Khan, Karim (Kin/Sports Med)	.33	M	Professor	Hip Health, VGH
Koehle, Michael (Kin/Sports Med)	.66	M	Assoc. Prof.	Biological Sciences

Lam, Tania	1	F	Assoc. Prof.	Osborne/ICORD
Legh, Barry	1	M	Sr. Instructor	Osborne Centre
McKenzie, Don (Kin/Sports Med)	.74	M	Professor	Allan McGavin
Sheel, Bill	1	M	Professor	Osborne Centre
Sparks, Bob	1	M	Professor	War Memorial
Vertinsky, Patricia	1	F	Professor	War Memorial
Warburton, Darren	1	M	Assoc. Prof.	Osborne Centre
Wilson, Brian	1	M	Professor	Aud. Annex
Wilson, Gail	1	F	Sr. Instructor	Osborne Centre

Sessional Instructors

The School hires sessional instructors to teach courses in the undergraduate and graduate programs. In some instances, these are temporary positions to cover courses when a faculty member is on leave. In other cases, the positions are recurring and are renewed annually to offer courses where the School lacks faculty coverage but the courses are required (core) or are important electives for the degree. During 2013-14, the School employed 20 sessional instructors, 10 of these are recurring, annually renewable appointments.

Sessional Instructors 2013-2014		
Name	Gender	KIN XXX (Course#) YYY (Section#)
Adolph , David ¹	M	454A 0A1
Barnes, Kay ¹	F	115B 0B1, 115B 0B2
Blinch, Jarrod	M	330 001
Bowie, Loretta	F	464 001
Cawsey, Ryan	M	351 001
Chisholm, Amanda (Teaching Fellow)	F	230 001
Dober, Jennifer ¹	F	115B 0B1, 115B 0B2
Giles, Luisa	F	190 901
Gombar, Jeff ¹	M	215B 0B1
Larssen, Beverley	F	230 002
Lohse, Keith (Teaching Fellow)	M	371 002
Mawani, A ¹	M	215A 0A1
McEwen, Carolyn	F	373 002
Mosher, Michael ¹	M	586 001
Mulligan, Desmond	M	330 002

Nettleford, Lindsay	F	373 001
Samuhel-Corewyn, Janka ¹	F	367 001, 400 901, 115A 0A2, 115A 0A1
Schick, Richard ¹	M	215A 0A1
Taylor, Janna ¹	F	161 001, 382 001, 161 002, 454B 0B1, 481 901
Wright, Thelma ¹	F	115A 0A1, 115A 0A2

¹Recurring, annually renewed appointments

Clinical/Adjunct Faculty

Adjunct Faculty Appointments			
Name	Gender	Appointment	Faculty Advocate
Bawa, Parveen	M	2011-2014	T Inglis
Hansen, Richard	M	2010-2016	R Sparks
Kerr, John Harris	M	2010-2016	P Crocker
Lay, Marion	F	2010-2016	P Vertinsky
Maslovat, Dana	M	2011-2013	I Franks
Rudge, Christopher	M	2008-2011	R Sparks
Sedgwick, Whitney	F	2009-2011	P Crocker
Siegmund, Gunter	M	2010-2016	T Inglis

The School appoints individuals from outside the university system to serve as adjunct faculty. Duties include working with graduate students, assisting with planning and program development and promotion.

Associate Members of Faculty

ASSOCIATE		
Name	Appointment	Faculty Advocate
vanWynsberghe, Rob	2011-2014	R Sparks
Kentel, Jeanne	2013-2016	G Wilson

HONORARY AFFILIATE		
Name	Appointment	Faculty Advocate
Hodges, Alastair	2012-2016	D McKenzie

Faculty Renewal 2009-2014

Retirements/Resignations since 2009 (FT=full time, PT=part time, per cent)

Name	Date	Gender	Status	Area
T Rhodes	August 31, 2009	M	Retired	Exercise Physiology
R VanWynsberghe	June 30, 2010	M	Hired FT in Ed Studies	Social Science
R Mosher	August 31, 2012	M	Retired	Coaching Science
D Sanderson	June 30, 2013	M	Retired	Biomechanics
J Taunton	September 31, 2013	M	PT 50% in Medicine	Sports Medicine
J Rupert	June 30, 2014	M	Resigned	Exercise Physiology
W Frisby	June 30, 2014	F	Retired	Social Science

Since 2007 when mandatory retirement was eliminated at UBC, succession planning and faculty renewal are dependent on individual faculty members voluntarily self-selecting for retirement. Faculty members can retire any time after age 55, although the University requires that the sum of their age and years of service most total 75 or more in order to qualify. Individuals who have reached what is now called the “normal age” of retirement of 65, are able to continue with their current workload or create an individualized retirement plan that can reduce the scope of their appointment through phased reductions in duties and/or hours, or simply specify a target retirement date.

Two faculty members have given notice that they will retire; four faculty members are past normal retirement age (2007, 2009, 2011). Between 2017 and 2024, four additional faculty members will reach normal retirement age.

Anticipated Retirements

Name	Date	Gender	Status	Area
R Sparks	June 30, 2015	M	18 month admin leave followed by retirement December 31, 2016	Social and Managerial Science
I Franks	December 31, 2016	M	Retirement, currently on reduced scope appointment (80% research, 20% service)	Motor control

Faculty Hiring since 2009

No new faculty members have been appointed in the School since January 2009, however, the School recently completed a search for a CRC Tier 2 position in Physical Activity and Health, and is currently in process of nominating the candidate to Ottawa.

Also, two applicants that the School supported for the 2014 Rick Hansen Institute – Michael Smith Foundation for Health Research (RHI-MSFHR) Scholar Award competition were successful, and the School is proceeding with a review and hiring process.

- The School has hired one of the successful applicants in a grant tenure Assistant Professor position with a start date of September 1, 2014.
- The second is being considering for a grant tenure Assistant Professor appointment and will visit campus for a research presentation and interviews during August 26-27, 2014.

In addition, at a retreat on June, 2014 the School agreed to hire in four areas, as follows:

- Sport and Exercise Nutrition, Lecturer (0.5 FTE, 50% shared appointment with the Department of Athletics; potential start date: September 1, 2014)
- Aboriginal Health, Exercise & Physical Activity, Assistant/Associate Professor (1.0 FTE, funded 50% by Provost's Office for 5 years; start date: July 1, 2015)
- Statistics and Research Methods, Instructor 1 (1.0 FTE, start date: July 1, 2015)
- Socio-Cultural Studies, Assistant Professor (1.0 FTE, start date: July 1, 2015)

Lastly, fundraising is ongoing for a professorial track position in Adapted Physical Activity.

Staff Members

The School's General Purpose Operating Fund supports a complement of 19 full-time staff and various WorkLearn and Co-op students. The administrative structure is under the direction of Clara Ng, who is the Administrative Manager for the School and holds responsibility for the areas of finance and human resources.

In 2009, the School hired Robyn Leuty (replaced by Joanna Pederson, February 2014) in the newly created position of Student Development Officer (50% funded by Centre for Student Involvement & Careers and 50% funded by Kin) and Lindsey Smith (replaced by Jackie Hoffmann, September 2011) as the Community and Alumni Coordinator (100% funded by Kin).

Fran Harrison, the Undergraduate Program Administrator and Advisor, is responsible for undergraduate student advising, course scheduling, and grade changes in the undergraduate program, along with liaison responsibilities for student wellbeing programs including Early Alert and Access and Diversity, and shared responsibilities for student admissions and administration of the BKin degree.

There are currently 5 clerical and administrative support positions that are integral to the operations of the School:

- Deborah Gromer, Student Information Support, Undergraduate Advising
- Helen Luk, Graduate Programs Assistant
- Ayaz Mahmood, Administrative Coordinator
- Kathy Manson, Assistant to the Director
- Huong Pham, Financial Processing Specialist/Receptionist

The School also depends on the expertise of the following staff for areas related to facility management, operation of the undergraduate learning centre and labs, systems analysis and audio-visual and electronics services:

- Robert Langill, Lab Manager-Undergraduate Learning Centre, Osborne Centre
- Halton Lin, Facility Manager, Osborne Centre
- Tom Neville, Facility and Media Coordinator, War Memorial Gym
- Cliff Storlund, Systems Analyst

In 2013, the School hired Carlos Cantu in the newly created position of International Student Recruiter and Advisor.

The Kinesiology Outreach Programs supports a complement of 3.5 full-time staff and one full time co-op student:

- Paul Friel, Active Kids Program Manager
- Ben Hives, Programs Assistant (Co-op student)
- Suzanne Jolly, Manager of Kinesiology Outreach Programs
- Megan Kay, Assistant Manager- Active Kids Program
- Christina Sequeira, Program Manager- BodyWorks Fitness Centre

In 2013, Suzanne Jolly was hired into the newly created role of Manager of Kinesiology Outreach Programs. In addition, various WorkLearn and student positions are hired through the Outreach Program.

The Co-op program supports 1 full-time staff member and one 80% part time clerical staff member.

- Simone Longre, Co-op Coordinator
- Sylvia Gajdics, Co-op Program Assistant

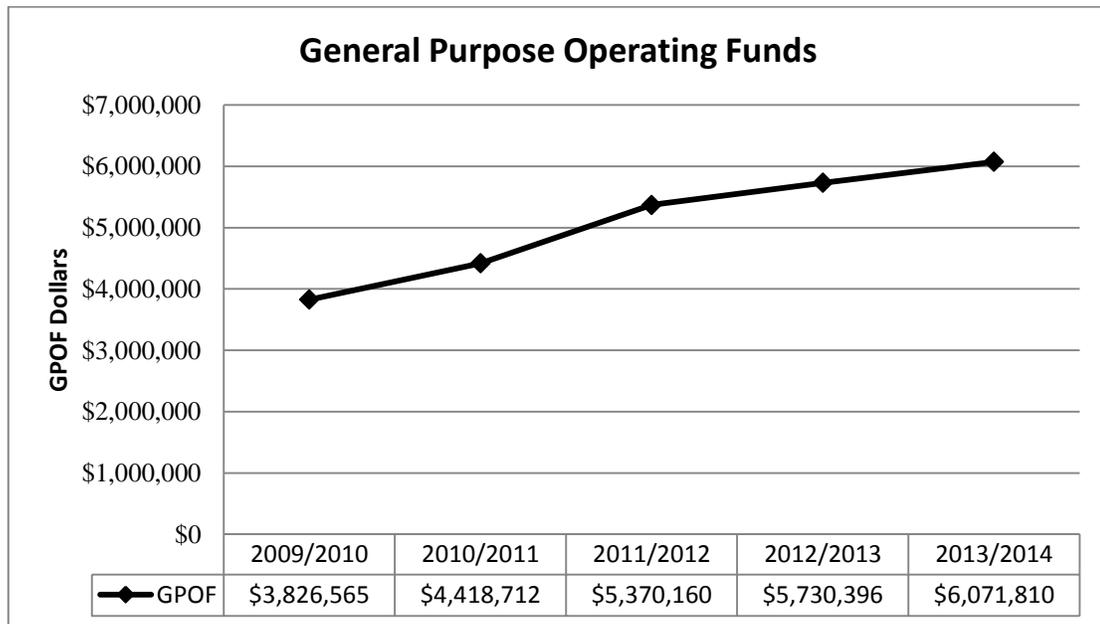
Classification of Staff Positions

Staff Members Appointed in Kinesiology

Classification	Name	Gender	Title
CUPE 2950	Gajdics, Sylvia	F	Co-op Program Assistant
	Gromer, Deborah	F	Student Information Support
	Luk, Helen	F	Graduate Programs Assistant
	Manson, Kathy	F	Assistant to the Director
	Pham, Huong	F	Financial Processing Specialist/Receptionist
M&P	Brown, Dylan	M	Active Kids Program Manager
	Cantu, Carlos	M	International Student Recruiter/Advisor
	Harrison, Fran	F	Undergraduate Prog Administrator & Advisor
	Hoffmann, Jackie	F	Alumni & Community Relations Coordinator
	Jolly, Suzanne	F	Manager of Kinesiology Outreach Programs
	Kay, Megan	F	Active Kids Program Manager
	Lamont, Meghan	F	Associate Advisor Undergraduate
	Lin, Halton	M	Osborne Facility Manager
	Longpre, Simone	F	Co-op Coordinator
	Mahmood, Ayaz	M	Administrative Coordinator
	Ng, Clara	F	Administrative Manager
	Pedersen, Joanna	F	Student Engagement Officer
	Sequeira, Christina	F	Manager, BodyWorks Fitness Centre
	Storlund, Cliff	M	Systems Analyst
NUT	Langill, Rob	M	Research Assist/Tech 4
	Neville, Tom	M	Research Assist/Tech 4

Budget

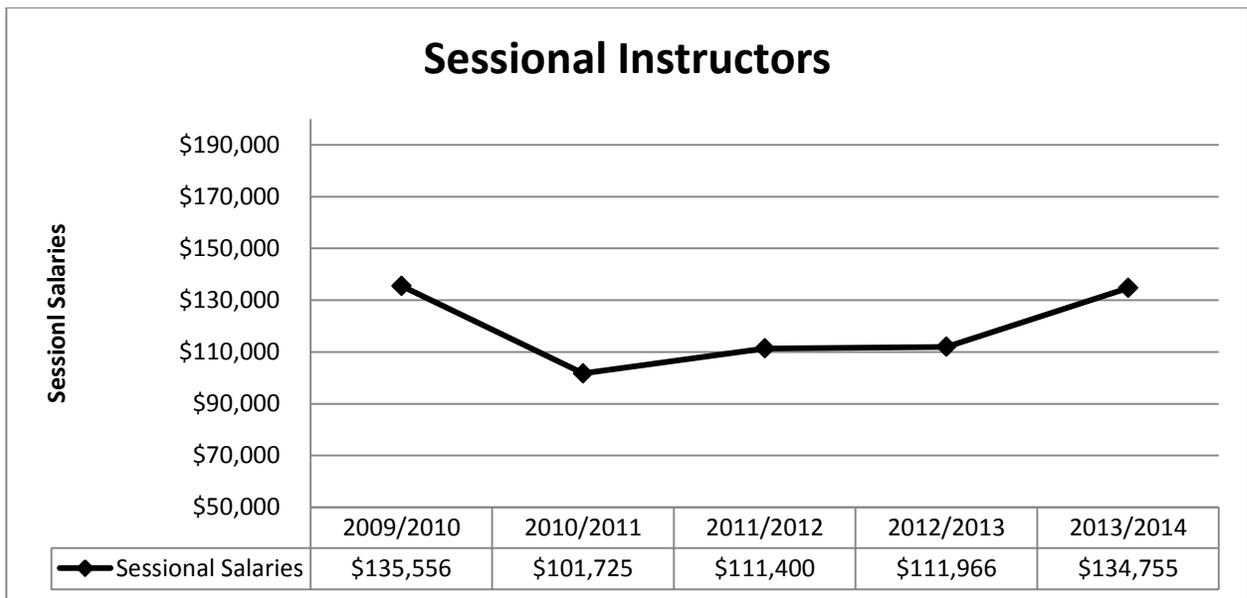
In 2010/2011 the University implemented a new, devolved budget model that was normed on the 2008-09 historical budget, but that applied three principle revenue drivers going forward: undergraduate student enrolments (program and course), graduate student enrolments (program), and recovered costs of research (Indirect Costs Program). Faculty and staff benefits (18%) were added to the base budget, and the School is now responsible for all salaries and benefits and for ensuring fiscal sustainability in all of its activities. This includes covering new salaries and expenses, along with general wage increases, career progress increments and merit and performance salary adjustments (PSA) for faculty and staff.



The increase in funding in 2010-11 is primarily due to the additional 18% benefits allocated from Central to the base budget and in 2011-12 to an increase to the undergraduate student complement in spring 2011. The more incremental increases since are mainly due to increased domestic and international student enrollment and related tuition revenue. The Kinesiology budget is a separate line from the Faculty of Education.

The School is committed to increasing its international student enrolments to meet the University's targets. Currently, international students are 6% of the student complement, and the School

Salaries make up approximately 93% of the GPOF budget. In addition to the 25 full-time faculty members, the School employed 23 sessional instructors in 2012/13 at a cost of \$112,117.



Facilities

The School is housed in six locations across campus: War Memorial Gym, Auditorium Annex, Osborne Centre, Copp Building, Biological Sciences Building, and Allan McGavin Sports Medicine Centre. The School operates fifteen research laboratories and five teaching labs in these buildings. The following is a detailed summary of the School's facilities.

Research Laboratories

CARDIOVASCULAR PHYSIOLOGY & REHABILITATION LABORATORY (OSBORNE)

DR. D.E.R. WARBURTON

The research focus of this laboratory is the evaluation of the effects of improvements in cardiovascular function on the health status and quality of life of patients with cardiovascular disease, patients with spinal cord injury, and/or patients who have recently undergone transplant surgery. This laboratory also deals with the evaluation of the cardiovascular function of healthy children, adolescents, adults and older individuals. The facility contains a portable two-dimensional cardiac/vascular ultrasound, a beat-by-beat blood pressure monitor (Finapres), a Hamamatsu near-infrared spectrophotometer, a cardiac stress test system (including a metabolic cart, interfaced treadmill, and electrocardiography), a tilt-table, a five patient telemetric electrocardiography (3-lead) system, high-speed data acquisition hardware and software, several pulse oximeters, a holter (ECG) monitor, ten Monark exercise rehabilitation ergometers, and electronically braked cycle arm and leg ergometers.

COGNITIVE & FUNCTIONAL LEARNING LABORATORY(LEARN) (OSBORNE)

DR. S. BREDIN

The LEARN Laboratory is located in Unit II of the Osborne Centre, which examines cognitive and functional motor skill acquisition in relation to physical activity behaviour across the lifespan. The goal of this research is to develop instructional strategies, learning environments, and health practices, which promote self-directed learning and lifelong physical activity behaviour. Current research in the laboratory focuses on the areas of: fundamental motor skills, play, physical activity and health status in children; interactive videogame media; health-related fitness knowledge; and attentional variables related to

learning and human performance. The LEARN Laboratory hosts an early childhood play area designed for movement and equipped with developmentally and age-appropriate contemporary toys. In addition, the laboratory contains a wide range of interactive videogame media, video equipment for data acquisition, and various software for data collection and analysis. The LEARN Laboratory also consists of a testing room in Unit I of the Osborne Centre, which is also dedicated to data analysis.

ENVIRONMENTAL PHYSIOLOGY LABORATORY (BIOLOGICAL SCIENCES)

DR. M. KOEHLE

Research work in this lab is focuses on the complex interactions between exercise, the environment, and disease. The facility is in the initial phases of setup and procurement and thus only houses computer-controlled electronically-braked cycle ergometers, for use with casual exercisers and high performance athletes.

EXERCISE PHYSIOLOGY LABORATORY (MCGAVIN)

DR. D. MCKENZIE

The Exercise Physiology Laboratory provides facilities for graduate courses, student and faculty research in applied and clinical exercise physiology. Current work is focused on exercise in the breast cancer patient as well as respiratory exercise physiology including the asthmatic athlete. Equipment includes: metabolic carts; pulmonary function, blood and gas analysis equipment; treadmill; cycle, kayak, rowing and wheelchair ergometers.

FALL PREVENTION RESEARCH LOABORATOR (HIP HEALTH)

DR. K. KHAN

This laboratory affiliated with Kinesiology and located in the Vancouver Hospital Research Pavillion (828 West 10th Avenue), houses state of the art instruments for measuring fall risk and bone health. Instruments include the Physiological Profile Assessment (FallScreen) for measuring vision, proprioception, strength, sway and reaction time; bone densitometer and peripheral quantitative computerized tomography (pQCT) for measuring fracture risk, as well as standard instruments for measuring anthropometry.

HEALTH AND INTEGRATIVE PHYSIOLOGY LABORATORY (OSBORNE)

DR. W. SHEEL

Research work in this lab is focuses on the complex interactions between exercise, health, and disease. The facility houses a variety of equipment such as Doppler ultrasound, near-infrared spectroscopy and beat-by-beat blood pressure monitoring. Other exercise physiology equipment includes: an electronically braked cycle ergometer, which can be used for upper and lower limb cycling tests, two metabolic carts, pulse oximeter, 3-lead ECG, and high-speed data acquisition hardware and software.

HUMAN LOCOMOTION RESEARCH LABORATORY (OSBORNE)

DR. T. LAM

The focus of the Human Locomotion Research Laboratory is to examine the neural control and adaptability of human walking. The aim of this research is to better understand the strategies and mechanisms used by humans to adapt to different walking conditions as well as to develop and implement effective gait rehabilitation strategies for individuals with spinal cord injury or stroke. Facilities of the lab include the Lokomat robotic gait device, a body weight support system, surface electromyography, and 3-dimensional motion capture system for movement analysis.

MOTOR CONTROL & LEARNING LABORATORY (WGYM)

DR. I. FRANKS

The Motor Learning & Control Laboratory exists to customize varied experimental tasks in the area of human motor control and skill acquisition. Individualized testing rooms are serviced by high speed data

acquisition and results presentation equipment. Several computers allow on-line manipulation of real-time feedback. The lab also has a full time computer software analyst to help students design and implement their experiments. In addition the lab is now equipped with a Transcranial Magnetic Stimulator, an eye movement recording system and electromyography. Recent studies that have been conducted include investigations into: startle response, upper limb movement perturbations, on-line visual control of movement, cognitive preparation of complex movements, learning during bimanual coordination and response inhibition.

MOTOR SKILLS LABORATORY (WGYM)

DR. N. HODGES

Research in this laboratory is designed to study how people acquire motor skills and perform at high levels of skill. The Motor Skills laboratory is a large space which permits the study of a variety of whole-body movements. It is equipped with a 3D motion analysis system enabling the remote capture of movement in addition to various systems for manipulating vision and feedback, measuring visual search and examining coordinated movements.

NEUROPHYSIOLOGY LABORATORY (WGYM)

DR. T. INGLIS

The focus of the Neurophysiology Laboratory is to evaluate the sensorimotor control aspects of the human nervous system using a variety of neurophysiological techniques. A major component of this laboratory will focus on using a nerve recording technique called microneurography. This is the first laboratory in Canada to use this technique, and one of a handful around the world. Microneurography makes it possible to record the single-unit (single axon) activity from the peripheral nerves of awake human subjects. Other neurophysiological techniques used in this laboratory are H-Reflex testing, galvanic vestibular stimulation, and the use of surface and indwelling electromyography to assess normal movement and movement in certain clinical Neurological populations.

PERCEPTUAL MOTOR DYNAMICS LABORATORY (WGYM)

DR. R. CHUA

The research themes in the Perceptual-Motor Dynamics Laboratory are centered around the investigation of cognitive, dynamical, and neuromechanical factors in the organization and regulation of human voluntary movement. Research efforts have been directed toward issues pertaining to 1) the contributions of vision to conscious perception and control of action, 2) the interaction between vision and proprioception in sensorimotor adaptation, 3) the role of vision in the regulation of movement, 4) the interaction between visual and vestibular information, and 5) the preprogramming of goal-directed movements. The lab, located in War Memorial Gym, is equipped with high-speed data acquisition systems, motion analysis and eye-tracking systems, as well as electromyography, electroencephalography, and electrical stimulation systems.

PSYCHOLOGY OF EXERCISE, HEALTH AND PHYSICAL ACTIVITY LABORATORY (WMG)

DR. M. BEAUCHAMP

The PEHPA Lab draws from diverse disciplines that include behavioural medicine, organizational psychology, and education and is concerned with (a) understanding barriers to, and facilitators of, physical activity behaviour across the age spectrum, and (b) developing conceptually-sound evidence-based interventions that are cost-effective and sustainable.

SENSORIMOTOR PHYSIOLOGY LABORATORY (COPP)

DR. J.-S. BLOUIN

Researchers in this laboratory investigate whole-body human motor physiology. Specific research interests include i) physiological processes underlying human balance, ii) physiological responses evoked by whole-body (simulating

whiplash motion) or localized perturbations and iii) neural control of the deep and superficial neck muscles. Some research projects are applied to injury prevention or patient populations to determine the neuromechanical effects of known injuries/pathologies on the sensorimotor system. The Sensorimotor Physiology Laboratory is equipped with feedback-controlled motors, 3D motion, accelerometry and force systems as well as state-of-the-art neural and physiological measurement and stimulation units. A large 6 DoF robot and virtual reality display are also available through collaborations with the Institute for Computing, Information and Cognitive Systems and Collaborative Advanced Robotics and Intelligent Systems on the UBC campus.

SOCIO-CULTURAL STUDIES LABORATORY (AUDX)

**DRS. L. HURD-CLARKE,
R. SPARKS, B. WILSON**

The Socio-Cultural Studies Laboratory supports a variety of research focused on sport, physical activity, and health. Research projects currently underway focus on, among other topics: gender, culture and sport; community-based health promotion for women living in poverty and recent immigrants; sport participation policy; organizational dynamics of cross-sectoral partnerships; sport and environmental issues; youth-driven social movements and communication technology; body image and aging; multiple chronic conditions in later life; case study and cross case comparisons; impacts of mega-events; community service learning; and sustainable and healthy communities.

SPORT AND EXERCISE PSYCHOLOGY LABORATORY (WGYM)

DR. P. CROCKER

The sport and exercise laboratory focuses on the psychology of physical activity. Research includes the psychology of group processes in exercise and sport settings, leadership, adolescent stress and coping, friendship qualities and peer relationships in sport, body image and health, and the assessment of physical activity levels in children and adolescents. The facility is a 250 square foot office and holds three microcomputers, with main software applications including Microsoft Office, SPSS (statistical analysis), structural equation modeling programs (EQS, LISREL), and qualitative analysis programs (NUDIST).

Teaching Facilities

War Memorial Gym

War Memorial Gym is a shared facility with Athletics, and houses the administrative offices for the School on its north side and for the Department of Athletics and Recreation on its south side. Classroom facilities are located along the north side of the building, and include one double classroom with divider (Room 206/208 – 75 person overall capacity), one small seminar room (Room 20 – 12 person capacity). Room 100 is a general purpose meeting room that is located at the west end of the building under the main entrance foyer; it is a shared facility with Athletics and is mainly used by the School for seminars, Master's thesis defenses, and meetings.

Osborne Centre

The Osborne Centre facility is comprised of two separate buildings (Units 1 and 2), with a total area of 53,000 square feet. These buildings support faculty research, teaching and the School's Outreach Programs.

Osborne Centre Unit 1 houses four faculty offices, two large gymnasia (Gym A, a general purpose instructional gymnasium, and Gym B which is divided into Gym B East that houses the Active Kids/Gymnastics program and Gym B West that houses Body Works/Changing Aging), a 75-person capacity classroom (203A&B), along with change rooms, storage and dispensary space. This unit provides the main teaching facility for performance analysis courses, with the classroom serving as a primary teaching space for anatomy and physiology courses.

Gym A is used not only for teaching but also to provide support for the UBC Recreation program and for sporting activities and events within the broader University community.

Osborne Centre Unit 2 houses a 6000 sq foot covered outdoor recreation area, 6300 sq foot undergraduate learning centre, five research labs, faculty offices, and locker rooms. The undergraduate learning centre provides the primary teaching space for laboratory-based courses in athletic training, active health, motor behaviour, biomechanics, and conditioning. The facility is booked 12 hours/day 5 days/wk during the academic year. The undergraduate learning centre is divided into three semi-independent sections. This permits up to three different classes to be scheduled simultaneously provided they are in different areas. Section 1 contains metabolic carts, ECG measuring equipment, stationary bikes; section 2 contains Wingate stationary bikes, rowing ergometers, cybex machines, padded taping/assessment tables, universal gym, free weights, other health & fitness equipment; and section 3 contains in-house developed equipment, force platforms, and computer-based acquisition systems primarily used in motor control and biomechanics classes.

Auditorium Annex

The Auditorium Annex is a shared use, two-story complex of two temporary buildings that house several different user groups including a school for gifted high school students, graduate students from the Faculties of Arts and Science, the Faculty Association, and the School of Community and Regional Planning.

Kinesiology occupies space on the northwest corner of the building with five offices for social science faculty members, a multi-purpose seminar room with capacity for 12 persons, a central lab facility, and three offices for sessional instructors, doctoral students and faculty research projects, respectively.

The seminar room and lab are mainly used to support graduate students, graduate education and faculty research.

Assessment of Physical Infrastructure

The School's physical infrastructure is a critical challenge. This point has been consistently raised in past external reviews, and cannot be emphasized enough. The facilities for the School are dispersed and inadequate – research space for most faculty members is poorly located and configured; office and classroom space is severely limited.

As noted above, faculty and staff in the School are presently located in six different buildings on campus: War Memorial Gym, Auditorium Annex, Osborne Centre, Copp Building, Biological Sciences Building, and Allan McGavin Sports Medicine Centre. These facilities are located in three different parts of campus, and walking distances are long. From the Auditorium Annex on the northwestern end of campus to Allan McGavin Sports Medicine Centre on the southeastern end typically takes 25 minutes to cover in good weather walking at a brisk pace. Students needing to see several of their instructors can spend up to one or two hours traveling around campus to the disparate locations.

The physical separation that results inhibits social interaction and day-to-day communication and the direct forms of mentorship and shared learning that arise from inhabiting a common space. This impacts morale and makes collaboration more difficult.

Access for disabled persons is poor to non-existent, with a few notable exceptions: the Auditorium Annex offices and seminar room are ramp accessible; the labs in Gym F and Gym G at the Osborne Centre are at ground level and accessible from outside; an elevator is located in War Memorial Gymnasium that allows access

to the classrooms on the main floor (although not to the research labs in the basement), and treatment rooms at the Allan McGavin Sports Medicine Centre are at ground level and accessible from outside.

Research Labs

- All but one of the labs in War Memorial Gymnasium are located in the basement under the basketball floor and are poorly configured and ventilated. Basketball and other sports activities severely impede teaching and research activity. As noted, there is no wheelchair access to this area.
- The Allan McGavin Sports Medicine Centre is housed in an old Athletics-support facility, the John Owen Pavilion, and two dilapidated portables located in the sports fields on the south side of campus. The John Owen Pavilion and the portables are in deplorable condition, and the space itself is inadequate for current use. The buildings are scheduled for demolition to accommodate a new field house that will support the Vancouver White Caps soccer team.
- Laboratory space has been created in the Osborne Centre by converting a small classroom to a lab and by using stacked room dividers to separate out research labs in one of the gymnasiums (Gym F). The latter are drafty and noisy because the gymnasium ceiling is well above the height of the dividers. One of the labs (Dr. Mark Carpenter) has been able to make good use of the ceiling height for research on fear of falling, but the remaining three labs in the Gym F should be located in conventional dry lab space.
- Two faculty members have been located in temporary space in two buildings since being hired, Copp and Biological Sciences Centre Block. Copp is being used for “swing space” to house groups that are displaced during building renovations. Biological Sciences Centre Block is scheduled for demolition as part of a renew project. Once the Biological Sciences project is completed, Copp will be demolished and the site reused for housing. In the meantime, the School fully appreciates having access to this space, however, it is clear that alternate accommodations will need to be found in the future.

Teaching & Outreach

- The School’s four main facilities each have classrooms on site, as follows (seating capacity)(*centrally booked):
 - War Memorial Gym: Room 206/208 (75)*, Room 20 (12)
 - Osborne Centre: Room 203A/B (80)*
 - Auditorium Annex: Room 157 (20)*, Room 156 (12)
 - Allan McGavin Sports Medicine Centre: Seminar Room located in portable behind John Owen Pavilion (12)
- Under current practices, all centrally booked classrooms are subject to an 80% space utilization formula, which means that most Kinesiology classes are not offered in classrooms located within Kinesiology buildings.
- The School’s Outreach facilities for Active Kids/Gymnastics and Body Works/Changing Aging are housed respectively in Gym B East and Gym B West at the Osborne Centre. In addition to their community outreach objective, the facilities provide field placement experiences for approximately 75 undergraduate students annually. This use of the gymnasium space is entirely appropriate, however, it was not anticipated in the original design of the Osborne Centre in 1970, and it removes Gym B from the available instructional inventory in the building.
- In 2007-08, the School installed sliding, ceiling to floor curtains in Gym G at the Osborne Centre to create three teaching labs. This was a necessary step to support laboratory instruction in the BKin, however, in combination with the dedication of Gym F to research and Gym B to outreach, it means that only one gymnasium (Gym A) of the original four now remains to support Performance Analysis courses in the School and the Physical Education Teacher Education program in Education. A curtain divider that can be raised and lowered was installed in Gym A so it can be separated into two spaces to accommodate small as well as large group instruction and increase the potential for overall utilization.

In summary, a key issue for the School is that it lacks adequate facilities to support its current mission. In addition, the current sprawl of personnel across six remote sites runs counter to accepted university practices of increasing collaboration, synergy and cost efficiencies by locating faculty, staff and students in proximal settings.

Exploring Solutions

Community Health Sciences Centre (CHSC) Building Proposal

The 2009 external review identified space as one of the top issues facing the School, as did a previous review in 2003. Both reports recommended that the University take steps to relocate members of the School in a single building.

A review of the School's building needs and priorities in 2004-05 with the AVP Academic Resources resulted in a proposal for a 200,000 sq ft., 6-story building themed around community health that would house several health programs and serve as a hub for interprofessional education, research, clinical practice and community engagement on the Point Gray campus. The Community Health Sciences Centre (CHSC) proposal envisions a wellness centre on the ground floor and teaching space for a broad range of health professions. The Schools of Kinesiology and Nursing are envisioned as anchor tenants.

The CHSC project has had strong support from the Provost's Office, however, the building size and high associated costs (currently estimated at around \$110M) have proven to be hurdles.

Renovation of Existing Space

A second option for the School is to renovate and relocate to an existing building. UBC Renew solicits Provincial funding to help renovate selected buildings that meet Provincial cost criteria (renovation cost \leq 66% of replacement cost). Audiology and Speech Therapy and Physical Therapy relocated to the Friedman Building which was renovated under UBC Renew. The School of Population and Public Health was relocated into renovated space in the former Library Processing Centre.

A similar option was explored by the Provost's Office with respect to several existing buildings, however, the associated costs were high for one of the potential sites (TEF 3, Donald Rix and Gerald McGavin buildings) and the space was not sufficient to accommodate faculty and facilities located in the Osborne Centre in the other (Cunningham Building). Although attractive cost-wise (estimated costs \$25M), the Cunningham Building would fail to bring the School together in a common location on campus.

General Services Administration Building (GSAB)

The University is considering building market housing at the current location of the General Services Administration Building (GSAB) adjacent to War Memorial Gym. The site is intended for academic use and current thinking is to incorporate a recreation research component in the building program in addition to the market housing. This represents a third option for the School, although it remains to be determined whether the site can fully accommodate the needs of the School for offices, classroom, research labs and an active health & wellness centre.

Heads Summary

The University of British Columbia
School of Kinesiology
24 April 2014

Response to the April 2009 External Review of the School of Human Kinetics (now the School of Kinesiology)

Preamble

The external review of the School was requested by Dean Tierney. A site visit occurred from February 23rd to 25th, 2009. Members of the External Review committee were:

- Dr. Alison Buchan, Senior Associate Dean, Research, Faculty of Medicine, UBC
- Dr. Craig Chamberlin, Dean, Faculty of Kinesiology and Health Studies, University of Regina
- Dr. Patty Freedson, Chair and Professor, Department of Kinesiology, School of Public Health and Health Sciences, University of Massachusetts, Amherst
- Dr. Bruce Kidd, Dean, Faculty of Physical Education and Health, University of Toronto

The review team met with UBC Administration, Faculty of Education Administration, the School's Director and Associate Directors, faculty, staff, and students. The committee was provided with a Self-Study report, the CVs of all faculty, the 2003 external review report and response, and reports on the Allan McGavin Sports Medicine Centre.

The review team made 24 recommendations in seven areas. The School received the report on May 29, 2009, and held two meetings on June 18 and June 29, 2009, respectively, to discuss the report and develop a response to the recommendations.

This document summarizes the School's responses to the recommendations and the actions that have been taken since June 29, 2009.

Scholarly Activity and Community

Recommendation 1: *SHK should promote stronger inter and intra-unit collaboration to enhance multi-disciplinary research and broaden the experiences available to graduate students and post-doctoral fellows.*

Response: The School is heavily committed to interdisciplinary collaborative research and has extensive inter and intra-unit collaborations that engage graduate students and post-doctoral fellows. In 2009, the School had research collaborations with 36 different centres, programs and departments within UBC, 40 institutions and programs across Canada, and 27 institutions and programs in 8 countries outside Canada, across 5 continents. This information was provided in the 2009 self-study report (Director's Overview, p. 14 "Collaborations"). It is not clear why the review team did not refer to this information in their report.

Action: The School has continued to build and support a strong culture of inclusion and collaboration among faculty and graduate students intramurally and extramurally. There are extensive collaborations among faculty within the School as well as outside. Graduate students and postdoctoral fellows are an integral part of this process.

Education/Teaching

Recommendation 2: *Research experiences should be integrated into the undergraduate program.*

Response: The review team did not appear to fully understand the ways that research is integrated within the undergraduate program. “Research- and inquiry-driven learning” is embedded in the Bachelor of Kinesiology (BKin) in a wide range of courses and disciplines. Some of this takes the form of critical readings of research articles and chapters and of knowledge translation. Some takes the form of research projects and assignments within regularly scheduled courses. Some takes the form of directed studies and research offered through KIN 499 Projects in Kinesiology.

The School agrees completely, however, that there would be value in offering a capstone undergraduate thesis as part of an honours program, as suggested by the review team. The School has periodically discussed this possibility but then backed away because of associated costs. Students who are tracking towards graduate studies and research careers are presently encouraged to participate in research using KIN 499 and also to seek out research assistantships with faculty, including summer research internships such as those offered through the Undergraduate Student Research Awards program (USRA) that is run by NSERC.

Action: Student Learning is a core commitment in the School’s Strategic Plan and Accountability Framework. The School has continued to weigh the feasibility of mounting an honours program, and is conducting a review of the undergraduate curriculum this year under the terms of the Accountability Framework (p. 4) that will assess student demand for learning experiences including research experiences and an honours degree. Starting in September, 2015, all undergraduate students will be required to take research methods and statistics as part of the BKin program.

Recommendation 3: *Reformulate the physical and health education stream as “Leadership and Intervention in Physical Activity”*

Response: The School already emphasizes physical activity leadership in the Physical and Health Education stream of the BKin, and it was not clear why the review team felt it was necessary to rename the entire stream in order to support the area. The current name reflects the broad range of subjects and career interests accommodated within the stream.

Action: The School is continuing to support the physical activity leadership area in the Physical and Health Education stream.

Recommendation 4: *Incorporate the Long Term Athlete Development and National Coaching Certification Program in the “Leadership and Intervention in Physical Activity” stream.*

Response: The main instructor in this area, Gail Wilson, indicates that appropriate components of the LTAD and the NCCP Certification are already being taught in courses offered in the Physical and Health Education stream of the BKin.

Action: The School is continuing to support the instruction of appropriate components from the LTAD and NCCP in the Physical and Health Education stream.

Recommendation 5: *The next available faculty hire should be directed at acquiring someone with a strong physical activity and health background.*

Response: The School appreciates the review committee’s input and does not disagree with the suggestion, but feels strongly that hiring priorities need to be decided by the School in the context of the University’s and School’s strategic plans and interests.

Action: The School has held several hiring-related retreats and meetings, and identified priority areas for faculty renewal and new positions. Currently, the School has a search underway for a CRC position in Physical Activity and Health, and will soon re-advertise a position in Aboriginal Health, Physical Activity and Exercise.

Recommendation 6: *The School of Human Kinetics should explore the development of a concurrent degree with the Faculty of Education.*

Response: Discussions of a concurrent BKin/BEEd degree were already underway when the review team visited in February, 2009.

Action: A proposal for a concurrent BKin/BEEd degree was finalized this year and is making its way through the approval process.

Recommendation 7: *The School of Human Kinetics should establish a new staff position of an undergraduate student development officer.*

Response: The School agrees that student development and career counseling are important priorities. At the time of the review, the School had already appointed a Student Development Officer on a one-year trial basis with the costs shared with the VP Students Office.

Action: The 2008-09 position was subsequently regularized as a continuing appointment that is 50% funded by the VP Students Office. The very limited career counselling that was available in 2009 has been substantially augmented through the development of the Co-op program and an Alumni mentorship program that is aimed at helping students transition from university to work life. The School hired two additional staff, a Co-op Coordinator and an Alumni and Community Engagement Coordinator, in May, 2009 and May, 2010 respectively, who oversee these programs.

Recommendation 8: *An inclusive culture for the graduate students needs to be established, creating a sense of belonging and collaboration.*

Response: The School agrees that the “disparate physical structure [of] the School” detracts from the “graduate student ‘community’” that otherwise tends to occur organically when faculty and students work in a shared facility and space. In 2009, the School was housed in seven different buildings located in three disparate parts of campus. Presently, the School is housed in six buildings within the same three parts of campus. The Graduate Student Advisory Group (GSAG) has endeavoured to overcome physical separation and to enhance collegiality by organizing social events and informal gatherings. The School has always supported these activities, as well as actively encouraged graduate student participation at thesis proposals and defenses and at the School’s monthly research seminars. The School also supports graduate student representation on hiring committees and standing committees. Two students (one Master’s, one PhD) are selected by GSAG each year to represent their peers at School and Council meetings.

The School at one point provided a common graduate student space in the War Memorial Gym, but this space had to be converted to a research lab in spring, 2004 to accommodate a newly hired faculty member. The School agrees with the review team that the development of a new common space for graduate students is a top priority. The chief caveat is that there is no appropriate space within the School’s inventory at this time.

Action: The School has continued to support graduate student social activities and to encourage participation at thesis presentations and defenses and at the School’s seminars. The School is also actively pursuing better space on campus and a new building. (Please also see Recommendations 9 and 15.) Improving the School’s infrastructure by developing new building facilities to support research excellence as well as student learning and community engagement is a core strategy in the School’s Strategic Plan and Accountability Framework (see p. 13).

Recommendation 9: *A core seminar course that is required of all graduate students should be offered each year.*

Response: The idea of a graduate seminar course has been discussed previously in the School as have the goals of using such a seminar to help “build a sense of graduate student community [and] appreciation for and understanding of the diverse multi-disciplinary nature of the... field”, as noted by the review team. The School’s conclusion up to the present, however, has been that these goals are best met through other means.

Presently all Master’s students (MKin, MSc, MA) must take a research methods course. Typically, the students enroll in one of two methods courses offered in the School, one quantitative (KIN 570 – required for MSc students), the other qualitative (KIN 571). These courses each result in a research day during which the students present their research proposals from the course. The School encourages all graduate students and faculty to attend these events as a way to build community, support and appreciation for interdisciplinarity. As noted with Recommendation 8 (above), graduate students are also encouraged to attend thesis presentations and defenses and participate in the School’s seminars.

Action: The School continues to maintain an open dialogue with GSAG about how best to encourage interdisciplinarity and community while still respecting the rights of students to pursue their individual research interests. This dialogue will be part of a broader review of the graduate curriculum that is scheduled for next year, 2014-15, in accordance with the School’s Strategic Plan and Accountability Framework (p. 4). One suggestion at this point is to consider combining the KIN 570 and 571 events into a joint gathering attended by all faculty and graduate students. The organizer of the School’s Seminar Series, Jim Rupert, is also giving GSAG an opportunity to invite a seminar speaker selected by the graduate students.

Recommendation 10: *The School of Human Kinetics should undertake an extensive review and revision of the graduate curriculum, with the intention for a renewal of the core curriculum to ensure the courses offered are current, relevant, and meets the needs of the students.*

Response: The School agrees that the graduate curriculum should be reviewed.

Action: The review is currently scheduled for academic year 2014-15 under the terms of the School’s Strategic Plan and Accountability Framework (p. 4).

Faculty Recruitment and Progress

Recommendation 11: *The School of Human Kinetics should create the position of Associate Director for Research and Graduate Education.*

Response: The School agrees that research is a core part of the School’s mission and needs to be encompassed within the portfolio of an Associate Director. When the Associate Director Graduate Affairs position was first created it included research. During the last several terms of Associate Directors this part of the portfolio has lapsed, but there is strong support in the School for reinstating this condition in the position’s terms of reference.

The School questioned the terms of reference provided by the review team, however. In particular, the directional role suggested by the review team, of having “the responsibility for planning the overall direction of research”, was seen as inappropriate. The School strongly endorses a view of academic freedom that invests faculty members and students with the right to pursue their research interests. As well, the School does not support tasking the Associate Director with the role of “informing faculty and students about potential research opportunities” since this is already covered by the Research Development and Grant Facilitator (Robert Olaj) and the Office of Graduate Programs and Research in the Faculty of Education. The remaining terms of monitoring infrastructure and resource needs and advocating on behalf of faculty, students and the School more generally, were supported.

Action: Research was added to the terms of reference for the Associate Director of Graduate Affairs portfolio in July, 2012, and the position was renamed Associate Director Graduate Affairs and Research.

Recommendation 12: *There should be a closer monitoring of the new mentoring program for pre-tenure faculty.*

Response: Here again, the review team did not appear to fully understand the operations of the School, in this case, the new guidelines for peer mentoring and review of teaching (May 9, 2007) and peer evaluation procedures (November 5, 2007) that were implemented in the School on January 1, 2009 after a one-year, phase-in period for peer mentoring. This program is focused exclusively on peer mentoring and review of teaching and does not encompass research mentoring, or mentoring of new faculty members more generally. The School fully agrees that mentoring of new faculty members is important, but has elected to do this on an informal basis through meetings of pre-tenure faculty members with the Director, and through encouraging senior faculty to identify themselves and engage with, and potentially collaborate with, new faculty.

In discussions with new faculty members, the Director found that people wanted to be able to pick their mentors, rather than be assigned someone. Their most acute need was to identify the people who could help answer their questions and help them learn the culture and policies and procedures in the School. This duty has been performed by the Director and staff in the front office, as well as by senior faculty members.

Action: The Director has continued to monitor this informal system and to meet with and consult with pre-tenure and pre-advancement faculty members. The School has not appointed any new faculty members since January, 2009.

Recommendation 13: *The School of Human Kinetics should work to ensure internationally competitive hiring pools for each new position.*

Response: The School cannot account for why the review team “heard conflicting views on the extent to which previous hires were appointed from a competitive pool.” As a high achieving research unit within the University, the School is committed to ensuring that all faculty searches generate as competitive an applicant pool as possible. This includes international applicants, with the proviso that under federal regulations Canadian citizens and permanent residents must be given priority. In addition, the University itself has strict hiring policies and procedures which all units must follow, including measures to ensure a diverse pool of applicants. Hiring top scholars is a core feature of the School’s commitment to Research Excellence and Aboriginal Engagement as identified in its Strategic Plan and Accountability Framework (see p. 11 and p. 23, respectively).

The School felt that the review team’s concern about “an unusually large number of UBC graduates being successful in the search process” was vague and ill-informed. The School follows all University regulations and is very careful about hiring applicants who have previously studied at UBC, whether in Kinesiology or another program. In all cases, search committees are tasked with recruiting top applicants and this includes weighing the breadth of candidates’ academic experience. The career success of the individuals the School has hired is testament to the effectiveness of this approach.

Action: The School has continued to ensure that all faculty searches generate as competitive an applicant pool as possible and follow all related University policies and procedures.

Recommendation 14: *It is recommended that more effort needs to be made by everyone in the School to reach out to ALL faculty and students as a community.*

Response: The School agrees with this recommendation, and fully supports the principle that every effort should be made to ensure the School’s culture is as inclusive, collegial and collaborative as possible. Inclusion entails an invitation to participate and the Co-op Coordinator, Simone Longpre, has volunteered as a social organizer and convener for the

School. Beyond this, the School also agrees with the review team that “communication and community-building must be widely shared to be effective” and urges all members of the School’s community to participate actively in meetings and retreats and at events such as the seminar series, convocation, and awards night, as appropriate. The School also encourages faculty and staff to take advantage of professional development opportunities offered by the University as well as externally.

Action: The School is committed to creating and maintaining an Outstanding Work Environment in accordance with its Strategic Plan and Accountability Framework and has identified concrete steps for this process (see pp. 33-38).

Infrastructure: Staff Facilities and Resources

Recommendation 15: *The School of Human Kinetics requires a single voice and single location - this can only be achieved by new, integrated academic facilities.*

Response: The School has acute and well documented space needs, and has been actively pursuing a new building proposal as well as better space now. As noted with Recommendation 8 (above), improving the School’s infrastructure by developing new building facilities to support research excellence as well as student learning and community engagement is a core strategy in the School’s Strategic Plan and Accountability Framework (see p. 13).

The School also agrees with the review team, however, that a new or renovated building will not provide better space over the near term, and that “an interim solution MUST be identified”. As the review team notes: “The particular areas of concern are the sub-standard space in the War Memorial Gym (research laboratories underneath the playing areas for athletics programs) [and] the Osborne Gym.... The impact on the ability of the School to deliver on core academic programs due to segregation of units will continue until a solution to this systemic problem is identified.” The report also mentions the Allan McGavin Sports Medicine Centre, however, this facility falls under the direction of the Division of Sports Medicine, Department of Family Practice and not the School.

Action: The School is continuing to pursue options for a new building, including proposals for the Community Health Sciences Centre building, potential renovation of the Cunningham Building, and a new facility that is part of the University’s redevelopment of the General Services Administration Building (GSAB) site. After a flood in the basement of War Memorial Gym last fall, 2013, faculty and staff were temporarily relocated into better space in the Copp building. Remediation work has now been completed on the basement area (painting and new flooring) but the air, heating and electrical systems have not been upgraded and there is no natural light. Faculty and staff will need to return to the basement by June, 2015. The School has requested that alternate space be found, but there is very limited space available on campus.

Recommendation 16: *The School should develop a Student Learning Commons.*

Response: The School agrees with this recommendation and has taken several actions to develop a learning commons.

Action: In September, 2007, the School reconfigured a gymnasium (Gym G) in Unit 2 of the Osborne Centre as a multi-purpose teaching facility for labs. This facility was renamed the Undergraduate Learning Centre (ULC) in March, 2009 and dedicated to serving as a learning commons for undergraduates. In 2012, the School repainted the ULC and was successful in obtaining a grant to renovate part of the facility as an informal learning space.

Governance / Administration

Recommendation 17: *The School of Human Kinetics should be included in a new multi-professional health faculty (suggested names include Health Sciences, Health Studies, Health Professions, or Health Disciplines). If an administrative*

reorganization at UBC will not occur within the next 5 years, then serious consideration should be given to forming a standalone Faculty of Human Kinetics.

Response: This is the second external review that has made this recommendation. The School conditionally supports the recommendation as a “work in progress”, but would want to reserve judgment until the actual options and terms and conditions are clear.

Action: Several noteworthy events have occurred since the 2009 review. Over the past two years, the Provost has been actively engaged in reviewing options for better integration of the health disciplines at UBC, including proposals to 1) create a new Faculty of Applied Health Sciences alongside of Medicine, or 2) integrate all major health units including Medicine into a large Faculty of Health. After extensive consultations, the decision was made in January, 2014 to “pause” the review process and focus attention on how all groups doing health-related work can be mobilized in support of the University’s research, teaching and community engagement goals in the health area.

The School participated fully in the consultation process during March-December, 2013, and held multiple meetings, including a meeting with the Provost and a retreat to determine how best to proceed. A proposal to make the School its own faculty was not supported by the Provost. Following the Provost’s decision to “pause” the review process, the School remains in the Faculty of Education.

Recommendation 18: *The leadership structure of the School of Human Kinetics needs to be reviewed and modified. It is suggested that an associate director (student engagement) and an associate director (research and graduate education) be established, with both positions being filled through an open search process.*

Response: The School broadly supports incorporating student engagement into an Associate Director portfolio and expanding the portfolio of the Associate Director Graduate Affairs to include research (as noted with Recommendation 11, above). Traditionally, Associate Director appointments have been at the discretion of the Director for three-year terms. It is critically important that an Associate Director have a good working relationship with the Director, and there was not a strong rationale to revise this process.

Action: Further to the expansion of the Associate Director Graduate Affairs portfolio in July, 2012, the School also voted to create a new position of Associate Director Community and Student Development in July, 2013 to take on student and community engagement responsibilities.

Recommendation 19: *The associate director (research and graduate education) needs to work towards the development of coherent and consistent policies and procedures for the management of graduate student files, from application through to acceptance through to graduation.*

Response: The School agrees with the recommendation.

Action: The Graduate Program Assistant at the time (Barry Warne) was already developing an excel-based system for recording student information and tracking progress. This system has since been refined and by all accounts is working well.

Recommendation 20: *Clear reporting relationships need to be established for the Allan McGavin Sports Medicine Centre.*

Response: The review team’s comments are in error. They did not appear to understand that the Allan McGavin Sports Medicine Centre is a Division in the Department of Family Practice in the Faculty of Medicine and has an administrative line to the Faculty of Medicine but not to the Faculty of Education. It actually has no relationship with the Faculty of Education. The Sports Medicine Centre is overseen by a Director, Don McKenzie, who is also the Head of the Division of

Sports Medicine. Orthopaedics remains a part of the Centre although they have temporarily relocated because of space issues, however, Orthopaedics is also its own unit within Medicine.

Action: No action was taken.

Recommendation 21: *The Allan McGavin Sports Medicine Centre should establish a scholar/academic/clinician leadership model.*

Response: Here again, the recommendation is in error. The Allan McGavin Sports Medicine Centre has a well-defined scholarly research and clinical model. It is possible that the Committee got the wrong impression from the report on the Sports Medicine Centre that was included in the review self-study documents but that identified conditions as they were several years ago. Definitive and comprehensive steps have been taken since that time.

Action: No action was taken.

Budget

Recommendation 22: *The School's core funding should be reviewed in the light of the recent changes to the undergraduate curriculum.*

Response: The School supports this recommendation.

Action: In the 2010-11 academic year the University adopted a new budget model that was normed on the School's 2008-09 historical budget, but that incorporates enrolment and tuition drivers that allocate a portion of the Provincial grant and tuition revenues to the School. This change has effectively accommodated the concerns raised by the review team around Recommendation 22.

Recommendation 23: *The academic Coop program should be funded in the same way that other internship or service-learning curricular offerings are funded, and be made fully transparent.*

Response: The School supports this recommendation.

Action: In accordance with University policy, the Dean's Office in the Faculty of Education is not levying a 6% overhead on the School's Co-op program. Nevertheless, it is continuing to tax the School's Outreach Programs at 6% of gross revenue.

Community Engagement/Service and Outreach Roles

Recommendation 24: *The School of Human Kinetics should explore ways of being more engaged in community service.*

Response: The School notes that in February, 2009 at the time of the review, the School was involved in multiple forms of community service through the Outreach Programs, community service learning opportunities in scheduled courses, research and internship experiences, and participation of faculty in community-based programs.

Action: The School has continued to actively support community engagement and has identified clear commitments in this area within its Strategic Plan and Accountability Framework (pp. 17-21) in addition to creating a new position of Associate Director Community and Student Development.

Faculty Curriculum Vitae

Attached

Appendices

Appendix 1 (attached)

Student & Community Engagement Working Group Report 2012

Appendix 2 (attached)

Review of Outreach Programs 2012