

External Review Report of the University of British Columbia School of Kinesiology

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Executive Summary

The University of British Columbia School of Kinesiology is known throughout Canada and internationally for its research excellence and scholarship, with several top researchers in the field being housed in this School. The professors are well-funded, well-published, and are held in high regard by peers. The School has long been considered one of the “flagship” schools of the evolving academic discipline of kinesiology in Canada, and an exemplar of the integrated model of classroom and experiential learning. The School is also heralded for its outstanding engagement programs that extend and embed student learning. The research strength, resources and leadership of the University of British Columbia contribute immeasurably to this stellar reputation.

However, academic units can lose standing quickly if members don't pay attention to environmental cues and the unit chooses to rest upon its laurels. This is especially true in times of rapid change. The School of Kinesiology faces a climate of increasing fiscal restraint, dramatic global economic, demographic and technological transformations, a new university President with a bold vision to significantly advance research, and heightened competition from other universities, both old and new. This School has a long and proud history, and its early start helped it establish its position of leadership. In British Columbia, the evolution of several well-established community colleges into degree-granting universities, many with new kinesiology programs, presents another form of competition for faculty, students, and resources.

It is our collective and firm opinion that in order to maintain its leadership position on campus and in the field, the School must: (a) sharpen and align its research focus with the expanding health area that is being embraced at the University; (b) engage in strategic curriculum planning to ensure that the undergraduate and graduate programs are progressive, innovative and closely aligned with emerging trends and campus priorities, and (c) trumpet a strategic plan that will set a firm direction for where the School will be 20 years into the future. We envision a highly-focused academic division that channels its resources more effectively and in complete harmony with the ambitions of the university as outlined in the UBC strategic documents. Faculty leaders should collectively engage the School stakeholders in determining its strategic direction and developing clear priorities to support these goals. This process can then be used to focus and strengthen policies, conceptually tighten academic and co-curricular programs, and guide decision-making, resource allocation and administration.

Our primary recommendation is that the unit undertake the necessary steps to establish a clearer focus with well-defined and prioritized initiatives, and to align the programs and administration of the School with those priorities. An important anchor for that focus should be

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the UBC institutional research intensification aspirations. The School can and should be encouraged to take a leadership role in leveraging those aspirations at a time when awareness of individual and population health, and the intersection with physical activity, has never been higher.

The School has desperate and well documented physical space issues, both in terms of quality and quantity. For some time, their facilities have been outdated, dispersed, and incongruent with the needs of a progressive and innovative Kinesiology program at an institution with a reputation as strong as the University of British Columbia. This area needs immediate attention. Our position is that a clear alignment with the campus health focus will position the School for significant investment in centralized, state-of-the-art facilities to support team-based research programs and clusters, and their teaching and learning activities. As well, this focus will align the School with the funding priorities of the Tri-Councils, foundations, donors, and other funding sources that will facilitate investments in infrastructure.

We anticipate that the School will respond as it always has – with energy, commitment and drive. Leaders will make the tough decisions on areas that detract from its core mission, and will streamline operations and structures where necessary to heighten effectiveness. This is how the School became one of the leading units of its kind in the country, and it is our belief that it is how it will maintain that position.

We thank all stakeholders for the gracious hospitality afforded us during our visit. We also thank those who met with us for their frank and helpful comments.

List of Recommendations

1. ***Employ a highly strategic approach to academic planning that aligns the allocation of time, energy, and other resources in accordance with the strategic priorities of the School, the Faculty, and the UBC.***
2. ***Develop a School of Kinesiology strategic research plan that aligns with the institutional strategic research plan, perhaps using the School's extant clusters as themes.***
3. ***It is now time for the School to take a leadership role in championing multi-divisional research proposals, or at least to become a key player in such proposals.***
4. ***Reconsider the strategic priorities of the School with a view to augmenting research capacity and changing the School's administrative organization accordingly. Specifically, establish a new School Associate Director Research position as well as a full-time School research services staff position.***
5. ***Carefully consider the resource allocations to the School's community engagement programs in light of evolving priorities.***
6. ***The undergraduate program review should include reflection on current trends in kinesiology and related professional and other career paths, the currency of the current curriculum in light of such trends, and the identification of "learning outcomes" that will be aligned with those expected outcomes.***
7. ***Consider and compare to other UBC units the increasing trend for the School's undergraduate students to take longer than 4 years to complete their degree (currently at 40%).***
8. ***Explore alternative course delivery modes as one component of an evolution and refreshing of the undergraduate curriculum.***
9. ***Compare the grade distribution of the School's undergraduates to their performance in their electives outside of the School of Kinesiology.***

10. ***Consider how to achieve greater efficiencies in staffing and, in the process, consider the value of the co-op program compared with the value of investing the supporting resources in other priorities (e.g. research, other types of experiential learning).***
11. ***With a view to enhancing cohesion among the School's graduate students, establish a monthly graduate student seminar series that provides a multi-disciplinary flavour throughout the academic year. It could include a mix of graduate student and invited guest speaker presentations.***
12. ***Review the graduate curriculum course offerings to assess their alignment with School and UBC strategic objectives. Ground that assessment in the identification of desired learning outcomes and degree expectations.***
13. ***Consider lowering the course load for MSc and MA degrees, as it is viewed as high relative to other research thesis-based graduate programs.***
14. ***Consider establishing and communicating broadly guaranteed minimum funding for graduate students.***
15. ***Continue with the expansion of the professoriate in order to nurture, sustain, and improve the academic experience and research productivity of this high performing unit. Student/faculty ratios remain too high.***
16. ***We recommend that a new forum be established for monthly meetings of the professoriate alone for discussions related to their interests and roles, e.g. around academic planning, teaching and learning, and scholarship.***

Preparations

We found that the organization of the site visit, the administrative and logistical support were all quite good. The composition of the review committee is shown in [Appendix 1](#). We worked well together with an appropriate mix of relevant and complimentary perspectives and experiences to undertake the review. We individually each reviewed the divisional self-study and other supplementary documentation, the responses to the 2009 external review report, *Place and Promise: the UBC Plan*, the 2012 version of the *UBC Research Strategy*, as well as other UBC institutional strategic planning documentation in preparation for the visit which occurred on 24-26 November 2014.

During its work together on campus, the team met with the Dean of the Faculty of Education and members of his senior leadership team, senior campus leaders, the Director of the School and members of his senior leadership team, and of course, the professors, staff members and students from the School. We also toured the School's facilities.

For future reference, the members felt it would have been helpful to include in the self-study the following additional material in advance of the site visit: comparative UBC metrics for scholarship, research funding, student/faculty ratios, and time to completion of undergraduate degrees --- all relative to other UBC units in order to provide more comparative context. We were able to obtain some of that information during the site visit. It would have also been valuable to have the opportunity to interact with more undergraduate students; only three appeared to meet with us at the designated agenda time for the meeting.

General Impressions

The review committee recognized that it is a particularly significant, auspicious, and exciting time for the School. A new director will shortly be assuming the School's leadership mantle. The School is at a university where research intensification is a priority of the new President, where "health" is a strategic research priority, where the interaction of human movement and physical activity with health and human performance is a research strength --- and all of this at a time when public awareness of the significance and potential impact and consequences of those interactions for the individual and for society have never been higher.

The UBC School of Kinesiology is considered a high functioning and valued division from the perspective of the university's senior leadership. Professors, staff, students, alumni, and

colleagues across campus expressed strong and positive opinions of the performance of the School. We can confirm that the School also has a strong and well-earned reputation as an international leader in the academic discipline and subdisciplines of Kinesiology represented within the School. Our review of the School's performance, captured in their Self-Study Report, and confirmed in our extensive interviews, provides a sound basis for these positive feelings. Based on the number of applications to their academic programs relative to the number of acceptances, it is clear that the School enjoys a reputation as being the destination of choice for the best and brightest students who are demonstrating superb leadership on campus and in the community. Many stakeholders commented on the high degree of student satisfaction.

Comments on the Sequencing of the External Review

It is customary to complete an academic division's self-study before the selection of a new academic leader, both so candidates for the position will have an opportunity to assess an external review of the unit as well as for the search committee to consider the study before deciding on their recommendation of a new divisional leader. Our review was carried out after the selection of the new School Director and we understand the announcement is imminent. Therefore, in contrast with what we may have otherwise included in the report, we chose not to address the topic of leadership attributes and experiences of relevance for a new School Director.

We were informed that a planned undergraduate curriculum review will take place shortly and we are confident that it is a very positive opportunity for focus and change. If the timing was different then that review could have been informed by the impressions and recommendations brought forward in our report. Regardless of the timing, ***we do recommend that a highly strategic approach should be taken to the academic planning.*** We make this recommendation because of our impression that the many interesting, creative, and important initiatives that are in progress have occurred on an *ad hoc* basis, and that their effectiveness would have benefited from more *a priori* inter-initiative coordination. Such coordination would in turn facilitate related promotional activities so that the wonderful work being carried out by the School's students and faculty would become more widely known within the Faculty and the University.

Scholarly and professional activities:

The School is viewed within UBC and nationally as a high performing research intensive unit. Commonly used research metrics are strong. A high proportion of faculty members are funded annually by the tri-council agencies, with support evident from each of SSHRC, NSERC and CIHR. There is a sustained history of generating >\$1M annually across the School's 21 faculty members, which is very good considering the variation in average funding awards across the tri-council agencies, the multi-disciplinary spectrum of research extant in the School, and the physical space available for research which is being fully and creatively exploited but remains, at best, challenging.

Five clusters of researchers or research themes have evolved in the School and they are similar to kinesiology programs at other institutions that have taken a multi-disciplinary approach to their teaching and research: Health & Integrative Physiology; Neuromechanical; Sociocultural Studies; Physical Education & Coaching; and, Sport & Exercise Psychology. Each of these clusters within the School should be viewed as thematic strengths that are well developed and supported with the School. We noted that there is currently one holder of a Canada Research Chair within the School and that a new CRC will be announced shortly. On the one hand, given the size of the faculty complement in the School we viewed this institutional allocation of CRCs as appropriate institutional recognition of selected pockets of research expertise within the School. On the other hand, we were struck by the lack of funded, large, inter-divisional big-ticket research programs currently ongoing, and felt that increased promotion of the School's research achievements could facilitate invitations to collaborate on such research.

Continuing with this theme, it is our view that the potential for engagement in "big ticket" cross-divisional research initiatives is not fully recognized within the broader UBC community nor by the School's researchers themselves judging from the paucity of such initiatives that were brought to our attention. We found this surprising given that *Partnerships for Health Research* is an identified institutional strategic research theme --- the intellectual capital within the School of Kinesiology has tremendous capacity for strong contributions to this theme. Public and government awareness has never been higher about the interaction of physical activity and physical inactivity with individual and collective physical and mental health. The social, political, and economic consequences of those interactions in terms of our health care systems provide a target for the kind of big ticket research proposal mentioned above, with input by several divisions from large universities. Large urban universities could also provide an exciting research platform for related physical activity/inactivity intervention studies. This is a very auspicious time for the School in terms of the extramural validation of their research and scholarship yet we were left with the impression that the internal UBC recognition lags in that

regard. **Therefore we recommend that it is now time for the School take a leadership role in championing multi-divisional research proposals, or at least to become a key player in such proposals.** Strong research leadership will be required to increase the institution's recognition of the research capacity and profile of the School.

In our discussions with the strong cadre of graduate students and post-doctoral fellows, it was clear that the research stature and reputation of the School's scientists was the key factor in attracting them to UBC. Also of note is that no faculty members have left the School in the last decade and collegiality among the School's researchers within their research clusters was described as good.

Given our earlier recommendation about engagement of the School's researchers in multi-divisional research initiatives, and the UBC President's institutional goals for research intensification, **we recommend that increased and segregated research supports would be prudent, starting with a School Associate Director whose administrative service role is dedicated to Research**, and not the combination of research and graduate education as is currently the case. **We also recommend that the size of the faculty complement is and will be such that a full-time grant facilitator staff position is warranted.**

We recommend that a School of Kinesiology strategic research plan be developed that aligns with the institutional strategic research plan, perhaps using the School's extant clusters as themes.

A strategic approach should also be considered for augmenting the networking and collaborations with organizations that would lead to leveraging or amplification of research capacity. Examples of such an approach could include seeking out opportunities for appointments of government or agency scientists in the School, and/or the co-location of the School's scientists' research labs in other organizations.

Undergraduate education:

The academic discipline of kinesiology is multi-disciplinary and draws on all parts of the academy including the humanities, behavioural and biophysical sciences. At some institutions there has been an evolution that has resulted in a prospectively considered decision to focus on building strengths in a narrow spectrum of kinesiology subdisciplines. At UBC, however, the School of Kinesiology maintains its comprehensive multi-disciplinary approach, one that has resulted in accreditation of the School's programs in both kinesiology and in physical education by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). The accreditation is not a statutory or regulatory one, but rather a quality control indicator that the degree framework meets the minimum standards for accreditation established by CCUPEKA. Those standards relate to the depth and breadth of the curricular offerings, the percentage of core courses taught by full-time faculty members, as well as supporting teaching laboratory infrastructure.

Based on the number of applicants per available student entry slot, the School is one of the top two direct entry programs at UBC. Therefore it is clear that it is attracting very high quality students. The number of student transfers from other programs into the School's programs is also a good sign of how the program is perceived by its students. Student retention is great --- well above 90%. From our discussions with the few undergraduate students we met (n = 3) as well as the staff and faculty from within the School and from the Faculty of Education, it was also clear that the students derive great pride and satisfaction from their engagement within their School and at the University. The students are viewed within and outside of the School as making strong contributions to student morale and sense of community at UBC. There appears to be active engagement of the undergraduate student society in School service activities. The students expressed positive views of the administrative and other supports available to them in their transition into the School's programs. As an indicator of the currency of the administrative tools used in the undergraduate program we asked about the availability of an electronic degree navigator/tracker; faculty members that we met on the Undergraduate Committee seemed unaware of such a tool --- we wonder if that is the case with students as well.

The students expressed appreciation for the multiple sections of some courses which made their course scheduling less of a juggling act (as reviewers we point out that the flip-side of that coin is the requirement for additional instructors, usually sessionals). Students were satisfied with the program/course evaluation vehicles, although they seemed unaware of the poor response rates of the undergraduate students on electronic course evaluation surveys.

The School's undergraduate students select one of three "streams" which provides a framework for their course selections: Interdisciplinary Studies, Kinesiology & Health Science, or Physical Education & Health. There is an unequal distribution of students with particularly low numbers selecting the Physical Education & Health stream; it is time to include a discussion of that stream in any review of the undergraduate program.

There are a broad range of experiential education opportunities available to students that include an accredited co-op program, community-based physical activity programming (e.g. Active Kids, Active Adults), courses with community engagement components, etc. ... all of which have leadership opportunities for those students involved with the programs. We reviewed the UBC School of Kinesiology Community Engagement Working Group Report, dated May 2012, and considered the current outreach and experiential education programs together with the strategic analysis and planning represented in that report. It was not clear to the reviewers that the community engagement programs were prospectively designed to be aligned with curricular and research objectives of the school. ***Therefore, we recommend that the allocation of time, energy, and other resources to the community engagement programs should be re-considered vis-à-vis strategic priorities of the division.***

In our review of the curriculum we were gratified to learn that an extensive curriculum review was ongoing and would be completed in preparation for the arrival of the new School Director. We also heard of an exciting proposal being considered as part of that review to revise the current *Physical Education* stream into a *Physical Activity Leadership* stream, which we warmly endorse. We were informed that a draft report to be used during the curriculum review was ready but we did not have an opportunity to review the report. If not already considered and included in the report, ***we recommend that the undergraduate program review should include serious reflection on current trends in kinesiology and related professional and other career paths, the currency of the current curriculum in light of such trends, and the identification of "learning outcomes" that will be aligned with those expected outcomes.***

The Student/Faculty ratio is currently over 50; with the desperately needed new faculty hires that are approved and ongoing the ratio may move to the low 40's. In our discussion with the undergraduate students, all in their fourth or fifth year, none had experienced a course with less than 30 students in the class. Another consequence of such high student/faculty ratios is that almost 50% of the current curriculum is delivered by sessional instructors.

We observed that 40% of the School's students, a trend that has been progressively increasing, take >4 years to complete their degree. The trend itself may not be unusual in large urban universities, particularly for students in co-op programs, and where students may take less than

a full load to participate in other activities (e.g. part-time work, varsity athletics, volunteer work to build a résumé for a second degree program, etc.). But, the absolute ratio of 40% is concerning and should be further analyzed. We were not provided with comparative information and therefore ***we recommend that the dean consider this 40% figure relative to other UBC divisions.*** We also recommend that alternative course delivery initiatives be encouraged with a view to providing more flexible learning opportunities for the students with a view to reducing that 40% figure. Given the high student/faculty ratio we were surprised to learn that currently there are no on-line courses delivered by the School and ***we recommend that the exploration of alternative course delivery modes be encouraged as one component of an evolution and refreshing of the undergraduate curriculum.***

The grades distribution caught our attention because of how high they were. It is true that the School is able to select top notch students which may explain the distribution, but ***we also recommend comparing the grade distribution to how well the unit's students are doing in their electives outside of the School of Kinesiology*** to better assess the appropriateness of the current grades distribution.

Relative to our own experiences we noted large administrative and program staffing levels. Both students and faculty members commented on the increasing numbers of staff at the perceived expense of other academic priorities. Therefore, ***we recommend that consideration be given to achieving greater efficiencies in staffing and in the process consider the value of the co-op program compared with the value of investing the supporting resources in other priorities (e.g. research, experiential learning).***

We were informed about the School's international student enrolment target and the assignment of a valuable full-time staff position within the School for the purpose of international student recruitment. We question the viability of such a target given the collective experience of kinesiology units across the country. The word "kinesiology" and what it represents as an academic discipline and area of scholarship is shared in North America but not in other countries. Our collective experience is that international student recruitment programs into kinesiology programs in Canada have not been successful at other Canadian universities. Perhaps the geographical location of UBC may result in a more favorable outcome.

Graduate education and post-doctoral training:

We had the opportunity to discuss the graduate education and post-doctoral training with students (only several PhD students; no masters levels students attended the scheduled meeting with graduate students), School faculty, academic administrators in the Faculty of Education as well as with institutional leaders. We were left with very positive impressions of the graduate program, the students, and their supervisors based on commonly assessed metrics for graduate programs. For example, the number of graduate students in the program is appropriate for the size of the supervising faculty complement, and there was consensus that there was a relatively even distribution of the supervisory load among the faculty. The time to degree completion was considered satisfactory. As was the case with the undergraduate student complement, there was a collective view that good quality students were attracted to the School's graduate programs. The type and number of prestigious graduate awards supports this view.

The message we received loud and clear was that the graduate students themselves perceived their research experience as a very positive one. They also expressed a desire for more concrete efforts to build a sense of graduate student community within the School. They recognized the confounding effect of having research groups distributed geographically around the campus, but they thought the identification of some graduate student "common space" could facilitate more engagement across research groups. ***We recommend the creation of a monthly graduate student seminar series with mandatory attendance, perhaps with a mix of graduate student presentations and invited speakers, that provides a multi-disciplinary flavour throughout the academic year.***

The generally very positive impressions of the graduate programs notwithstanding, there was consensus among the reviewers that a ***recommendation be made to reconsider the course load for MSc and MA degrees as we considered them to be high relative to other research thesis-based graduate programs.*** The credit value for Masters theses could be increased to 18, consistent with a trend in other UBC Masters programs (particularly in Science areas), allowing required course credits to decrease to 12.

In discussions with us it was clear that the students themselves perceive their graduate experience as a very enriching one. They appreciated the flexibilities in course choice and the major role the supervisor plays in guiding that choice. It was emphasized by the students that no coursework is required for the PhD degree, but that many students were taking courses both within and outside of the School. The students were aware of, and appreciated the

agreement among western universities that enables them to take courses offered by other institutions. We requested and received information about the graduate student funding within the UBC context, and were informed that the School's PhD students are relatively well funded when compared with both UBC as a whole and the health disciplines specifically. The School's MSc students were funded at levels that were slightly below funding averages at UBC (20% of the School's MSc students received <\$10K).

The relatively recent addition of a course-based master's degree (MKin) to the School's graduate programs is viewed as a very valuable and positive change. We recommend that further consideration be given to alternatives to the traditional research thesis-based degrees in light of the continuing evolution of the kinesiology discipline and its subdisciplines.

The School's current Associate Director has administrative responsibilities for both graduate education and research. ***The reviewers recommend that given the scope and size of the graduate programs, that the associate director with graduate program responsibilities be focussed on those responsibilities, and that (as noted earlier) another academic administrative appointment should be made that would focus on the School's research mandate --- i.e. the roles of graduate programming and School's research mandate should be separate.***

In contrast with many other kinesiology graduate programs at other universities, there is currently no minimum funding guarantee offered by the School to its graduate students. ***We recommend consideration be given to guaranteed minimum funding for graduate students.***

We were informed about the "fast-tracking" pathway to a PhD degree and encourage the continuing support of such a pathway for suitable students.

Similar to our recommendation about the undergraduate curriculum review, ***we recommend that the graduate curriculum course offerings be reviewed to assess their alignment with School and UBC strategic objectives. That assessment should be grounded in the identification of desired learning outcomes and degree expectations.***

The reviewers extend kudos to the School for the good number of post-doctoral students, as well as for the quality of those post-docs judging from the number of prestigious scholarships and awards that are currently supporting them. This reflects a strong ability to attract very high quality post-doctoral candidates on the part of the faculty members and a prudent medium to advance the research training and research agenda of the division.

Faculty and Staff:

We were left with the impression that the faculty and staff are eagerly awaiting the announcement of the appointment of their new School Director, and that the new Director will find a collegium very receptive to fresh perspectives, renewed leadership, and new directions. The leadership of Professor Sparks over the last decade leaves the School in an excellent position, with an excellent reputation for scholarship, teaching and learning. No faculty member has left the School during the decade he has been at the helm. He is completing his term as School Director at a time when there are significant and clear evolutions of the academic discipline of kinesiology which should result in significant introspection and change for those institutions hoping to assume leadership positions in the field.

We consider the School to be under-resourced in terms of:

- Faculty complement --- see our early comments about the student/faculty ratio.
- Access to appropriate classroom space for teaching .
- Quality research space and other supporting infrastructure.
- Graduate student space (for course-based master's students).

We consider the School to be over-resourced in terms of staff.

At least three new faculty searches are posted, which is a key action required to address the very high student / faculty ratio mentioned elsewhere in this report. That ratio will remain high even after those new searches are completed and ***we recommend continuing with the expansion of the professoriate in order to nurture, sustain, and improve the academic experience and research productivity of this high performing unit.***

We consider the number of full-time staff positions to be high and suspect that the re-organization of staff responsibilities could result in increased resources available to augment the professoriate numbers.

We recommend the establishment of a full-time staff position that provides research services support to the School's research faculty members --- akin to what the grant facilitators currently provide from the Faculty of Education --- but dedicated to the School. The School's research enterprise is sufficiently large, and the future prospects for intensification of that enterprise sufficiently auspicious that having dedicated staff to support the School would be a wise investment.

We heard repeatedly in conversations with staff and faculty that the current School Meeting forum is used for both academic and operations management discussions, and that the

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Meeting is a combination of a decision-making forum with votes as well as an administrative information meeting. ***We recommend that an additional new discussion forum be established for monthly meetings of the professoriate alone for discussions related to their interests and roles, e.g. around academic planning, teaching and learning, research and scholarship.***

In our meeting with the Interim AVP Academic Affairs we were left with “mixed messages” about the engagement and/or representation of the School in the activities of the UBC Health Executive Committee. Kinesiology is a multi-disciplinary academic field and the high performing research clusters within the School are strong indicators that UBC has much to gain from the engagement and representation of the School of Kinesiology in major academic “Health” initiatives.

Conclusion

We recognize that two and a half days are not nearly enough time to fully capture the depth and magnitude of the programs and activities of a School as broad and diverse as the School of Kinesiology. The *Self Study Report* we received was very helpful in outlining the activities of the School. Our participation in the site visit was also extremely valuable. We particularly appreciate the time and energy that Faculty members (students, staff, and faculty) invested in helping us understand the School and their perception of its strengths and challenge areas.

We believe that the School of Kinesiology has much to be proud of, and even more to be excited about as it moves forward. This School has played a major role in shaping the field of study in innumerable ways, through its leadership, its research discoveries, and through the preparation of educational leaders in the field. However, the academic, social, and fiscal environment is changing. Resources have become scarce, a situation that will likely get worse before it gets better. Competition for the best students and faculty has increased across the country. In order to maintain its leadership position in the field, the School of Kinesiology needs to adapt and move forward. We hope that our recommendations will assist it in this process, since we value the contributions that the School and its members have made in the past, and we expect more of the same in the future.

We have every confidence that this will be the case.

Appendix 1. Review Committee Members:

Dr. Ira Jacobs - Chair
Professor and Dean of the Faculty of Kinesiology and Physical Education
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