



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

Self-Study

External Review November 20 – 22, 2019

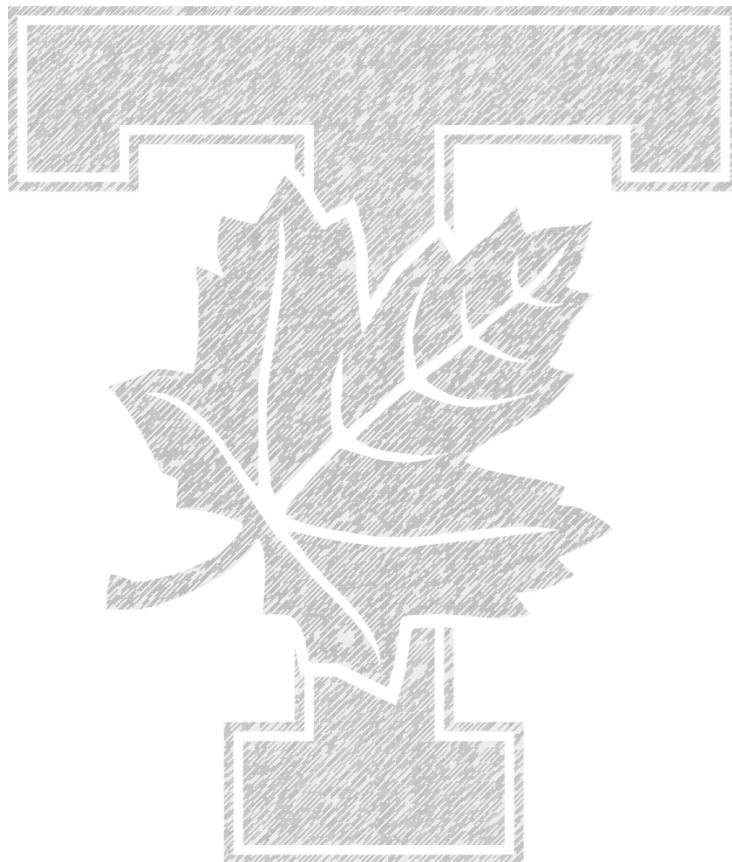


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Introduction and Context

1. Introduction and Context

1.1 Description of Division

1.1.1 Mission, Vision and Values

The mission of the Faculty of Kinesiology and Physical Education (KPE) is: ***“to develop, advance and disseminate knowledge about physical activity, health and their interactions through education, research, leadership and the provision of opportunity.”*** The Faculty aspires to deliver its mission through the synergies among excellence in research, teaching and learning and a broad spectrum of co-curricular physical activity and sport programs that are all resident within, and the responsibilities of the Faculty.

We aim to achieve international recognition for our excellence in research, teaching, and practice and for inspiring our University community and nation to achieve higher levels of engagement in healthy physical activity and sports.

While achieving this vision, our decisions and actions are guided by the values of integrity, respect, equity and diversity, leadership and excellence.

1.1.2 Faculty Overview

The Faculty was created in 1998 through a merger of the School of Physical and Health Education and the U of T Department of Athletics and Recreation (formerly a student services unit), which provides co-curricular programs, services, and facilities to all U of T students, faculty, staff, alumnae/i, and community members. At the same time the Graduate Program in Exercise Sciences, which was historically administered within the School of Public Health in the Faculty of Medicine, became a department within the Faculty. The concept guiding the amalgamation of these units was to create a ‘teaching health centre’, in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty’s degree programs, and other U of T students.

In January 2012, the Faculty changed its name to the Faculty of Kinesiology and Physical Education (formerly, Faculty of Physical Education and Health), a name that better reflects the breadth of its degree programs, the scholarship and research of its faculty members, and the range of activities that happen under its umbrella.

Faculty, staff and students in the Faculty of Kinesiology & Physical Education address some of the most pressing intellectual, economic and social issues facing humankind, such as understanding the biological, physical, behavioural and social factors that influence and limit physical activity, the health and wellbeing challenges associated with physical inactivity, and the adaptations to the physical activity spectrum that ranges from inactivity through to high performance sports. We also study, conduct research into, and develop outstanding performances in the cultures of sport, with a strong commitment to excellence, equity, fair play, and the preparation of outstanding leaders, scientists and practitioners.

The Faculty is one of the University of Toronto’s six health science faculties: Kinesiology and Physical Education, Medicine, Dentistry, Pharmacy, Social Work, Nursing. The deans of these Faculties meet monthly as a Council of Health Science Deans in a forum to address issues of collective relevance. The

Faculty leadership is also engaged in regular meetings with deans of Single Department Faculties (Music; Dentistry; Pharmacy; Social Work; Nursing; Law; Information; Architecture, Landscape and Design; Public Health) and deans of First Entry Divisions (Arts and Sciences; Applied Sciences and Engineering; Architecture/Landscape and Design; U of T Mississauga; U of T Scarborough; College Principles).

The Faculty is integral to the core mission of the University. Drawing upon the major disciplines of knowledge from the life and physical sciences to the social sciences and humanities, we study and teach/learn about the active, embodied aspects of the human condition. As members of a professional faculty, we marshal the knowledge and experiences to prepare graduates for further education, careers and/or research in human health, education, sports and to advance practice in those fields. Given its multidisciplinary character, the Faculty is becoming a model of inter-disciplinarity. With its extensive co-curricular programs, it helps realize the University's priority of enhancing the student experience, contributing significantly to the health of the student body and learning outside the classroom.

The Faculty offers a four-year, Bachelor of Kinesiology (B.Kin.) degree program with accreditations most recently renewed in 2018 from the Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA) in both teacher preparation and kinesiology. The former Bachelor of Physical and Health Education (B.P.H.E.) degree program has been in abeyance since March 2015, and is intended to be closed in the near future. A combined Bachelor of Kinesiology and Masters of Teaching degree program is offered in association with U of T's Ontario Institute for Studies in Education. The Faculty's Graduate Department of Exercise Sciences offers a course-based Master of Professional Kinesiology (M.P.K.) degree program as well as thesis-based Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degrees. The Faculty conducts, stimulates and disseminates research through collaborations within the Toronto, national and international research communities.

The Faculty differs from most comparator Faculties across Canada and other academic divisions at U of T because of its joint mandate for both academic and co-curricular programs. The academic programs refer to KPE's graduate and undergraduate degree programs, and the co-curricular programs refer to KPE's university-wide co-curricular sports and recreational physical activity programs and services for every U of T student (and faculty and staff member). Specifically, the Faculty is responsible for all of the U of T Varsity Blues teams which represent the university in inter-university sports, intramural sports on the St. George campus of the University, tri-campus intramural sports for the highest level of intramural competition, and all of the related resources (staff, coaching, facilities) for these inter-university and intramural sports, as well as the St. George campus physical activity-based programs. Although most university kinesiology divisions in North America evolved from departments of physical education that did have similar joint mandates, today there remains only one other university in Ontario with such an amalgamated mandate (University of Windsor). There are several other smaller universities in other provinces that have retained the amalgamated mandate, but the only other comparator universities in terms of size and research intensity that have retained a similar mandate are the University of Alberta and the University of Saskatchewan. Most other universities in North America have dissociated those mandates and have a structure where sports and recreational programs are administered by a student services division rather than an academic division.

In 2018-19 the operating budgets of the Faculty amounted to about \$43.5 million, of which \$12.5 million was curricular (academic) and \$31 million co-curricular. These budgets have been supplemented in recent years by philanthropy of generous alumni and friends of the Faculty. Detailed information about the source of the revenues and their administration can be found in the section of this self-study entitled "Organizational and Financial Structure."

1.1.3 History of the Academic Programs

In 1900 the University of Toronto established a three-year diploma course in Gymnastics and Physical Drill to meet the demand for qualified teachers, professional youth workers, and community leaders. The following year, the course was lengthened to four years. Students took practical courses in first aid, teaching methods, and a variety of exercises and sports, in conjunction with their undergraduate study in arts and sciences. Those who were successful graduated with both a diploma and a bachelor's degree. Although initially intended exclusively for men, women were quick to enroll. In 1928, the course was renamed Physical Education.

Despite the success of the diploma course, the faculty and staff at U of T realized that an even more ambitious program of professional preparation was needed and that it should be available to both genders. The construction of school gymnasiums and swimming pools during the prosperity of the 1920s and the requirement that all high school students take physical education created a demand for better teachers, while the ravages of the depression made improved national fitness among the entire population an urgent public priority. In 1940, the Senate approved a proposal for a specialized three-year degree program in Physical and Health Education. U of T was thus the first university in the British Commonwealth to offer a degree in this field. Six men and 11 women began the course in September of that year.

From its beginnings, the school was concerned with the connection between physical activity and health. The first director, Dr. Stanley Ryerson, was a leading exponent of "positive health" as a form of disease prevention, and he often chided his medical colleagues for their narrow focus on the treatment of disease. The school developed close links with the other health science divisions at U of T (dentistry, medicine, nursing, and pharmacy), stressing the importance of the biophysical aspects of physical activity. Courses in the social sciences were subsequently added to enable students to gain a multidisciplinary, holistic grounding in the knowledge and skills necessary to provide opportunities for health and well-being.

In 1962, the program was extended to four years. In 1979, the school assumed responsibility for the Graduate Program in Applied Physiology (from the School of Hygiene) and changed the name to Exercise Sciences.

In 1998, the Faculty was created with the merger of the School of Physical and Health Education with the U of T Department of Athletics and Recreation, which provides co-curricular programs, services, and facilities to all U of T students, faculty, staff, alumnae/i, and community members. At the same time the Graduate Program in Exercise Sciences became a department within the Faculty. The idea was to create a 'teaching health centre', in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students.

In September 2007 the Faculty of Physical Education and Health introduced a new Concurrent Teacher Education Program (C.T.E.P.) in collaboration with the Ontario Institute of Studies in Education (OISE). This five year program allowed students to simultaneously complete physical and health education as well as OISE/UT courses, including field experiences over a five-year period and graduate with both their professional teacher qualification for teaching at the Intermediate/Senior level (B.Ed.) and a Bachelor's degree in Physical and Health Education (B.P.H.E.).

In September of 2010, the Faculty revised the curriculum of the B.P.H.E. degree program and introduced a new honours Bachelor's degree program in Kinesiology (B.Kin.). These changes were designed to position the Faculty more clearly in the changing landscape of its field to strengthen the preparation of future practitioners of kinesiology while preserving a program for the preparation of future physical and

health educators. Thus, physical education became subsumed within the broader academic discipline of kinesiology. Therefore, in March 2015, the Bachelor of Physical and Health Education (B.P.H.E.) degree program went into abeyance, and is intended to be closed in the near future.

In June 2018, after 11 years, the C.T.E.P. closed following the decision of the Ministry of Education to double the length of the B.Ed. program from one year to two, leading U of T's Ontario Institute for Studies in Education to replace their one-year Bachelor of Education program with a two year master's degree. Accordingly, the C.T.E.P. program was replaced by a combined Bachelor of Kinesiology and Master of Teaching degree program, also in partnership with U of T's Ontario Institute for Studies in Education.

On the heels of Ontario becoming the first (and so far only) province in Canada to include "kinesiology" within the scope of the Regulated Health Professions Act, along with the growing recognition of the value of physical activity for health and wellness across the lifespan and a need for research-informed practice in kinesiology, the Faculty launched its first professional masters degree program, the Master of Professional Kinesiology (M.P.K.) in August, 2016, as one of the first degrees of its kind.

Today, approximately 1100 undergraduate and 190 graduate students are enrolled in the Faculty's degree program. Across the University of Toronto, over 90,000 students are eligible to participate in the co-curricular programs managed by the Faculty.

1.2 Since the 2011 External Review

The last self-study and external review occurred in 2011 and coincided with a change in leadership of the Faculty from the founding dean of the Faculty in 1998, Professor Bruce Kidd, to the new dean appointed in July 2010, Professor Ira Jacobs.

1.2.1 Strategic Plans

Since 2011, the Faculty has undergone significant growth and advancement initiated with an extensive and highly consultative planning process and the development of the Faculty's new Academic Plan. The strategic priorities outlined in the [Strategic Academic Plan 2013-2018](#), entitled "Creating Capacity, Cultivating Change" included both curricular and co-curricular perspectives as well as specific metrics for measuring progress and success. The plan has served the Faculty well with a clear expression of objectives that have been prioritized operationally and with annual reports of progress towards the vision expressed in the plan. Much progress has occurred in alignment with the Plan and is reported in the following pages. The Academic Plan remains as a "compass" that is being renewed and extended into the year 2022. That extension will take the Faculty one year into the term of the new dean, providing an opportunity for the development of a new plan during that year.

The four over-arching strategic goals of the Academic Plan are listed below together with a brief statement of key activities and metrics used to assess the Faculty's progress. Key strategic goals of the academic plan and some success highlights, include:

STRATEGIC GOAL #1: Educate and graduate a diverse student body who become productive contributors and leaders in their fields

- Increased student enrolment across undergraduate (up 40% from 744 undergraduate students in

2011 to 1045 students in 2019) and graduate (up 195% from 62 graduate students in 2011 to 183 students in 2019) programs.

- Expansion of experiential education, including the development of over 100 community partnerships.
- Introduction of the first undergraduate certificate in the B.Kin. program – Certificate in Global Kinesiology & Physical Education.
- Academic administrative re-organization that included the establishment the position of Vice-Dean, Academic Affairs with oversight of undergraduate and graduate degree programs (previously there was an Associate Dean Undergraduate and Associate Dean Graduate and Research) and academic program directors of undergraduate, graduate, and professional masters programs.
- Redesign of undergraduate curricula to deliberately integrate theory and practice for pedagogically sound courses in physical activity, outdoor projects, and experiential learning. Former non-credit practica are now embedded within credit bearing academic courses.
- Collaborated with the Ontario Institute for Studies in Education in the establishment of a new combined graduate degree program that includes a Master of Teaching degree. Graduates receive two University of Toronto degrees (B.Kin. and M.T.) and are recommended to the Ontario College of Teachers for a teaching certificate.
- Strategic recruitment initiated, including hiring of the Faculty's first *Recruitment & Events Coordinator*.
- Established targeted student recruitment activities as a priority, with a dedicated office of student recruitment and a cohesive annual plan to guide recruitment activities and related promotional activities. Since 2013, undergraduate student applications have increased 36% and "choice 1" applications have gone up 33%.
- Launched one of the first professional masters degrees for those aspiring to work as professional kinesiologists. Graduates acquire research-informed and multidisciplinary expertise from a mix of classroom, case-based, laboratory and experiential education.
- Revision of M.Sc. and Ph.D. graduate curricula reducing course requirements and streamlining the comprehensive examination process to improve learning outcomes and emphasize research training.
- Launched initiatives to enhance both undergraduate and graduate student success including embedded learning strategists, career educators, accessibility advisors, health and wellness counsellors and an increase in graduate student base funding.
- Re-imagined, re-structured, and expanded the supporting framework for in-field learning experiences for undergraduate students.

STRATEGIC GOAL #2: Strengthen recognition and productivity in research, scholarship, innovation and creative activity

- 4 fold increase in research funding (up 353% from \$0.434 million in 2011 to \$1.967 million in 2018).
- Tri-agency funding awarded to Faculty (up 357% from 140K in 2011 to 640K in 2019).
- KPE ranks first among Canadian U15 peers in publications in the fields of Sport Sciences and Public, Environmental and Occupational Health.
- UofT ranks first and third in Sport Sciences and Public, Environmental and Occupation Health, respectively, for citations against all North American Institutions.

- Reorganized our leadership structure to include an associate dean of research to provide dedicated leadership and support to grow the Faculty's research capacity and presence.
- Established a research services office and implemented administrative systems to improve the efficiency of research processes and enable faculty to be more productive in their pursuit of new knowledge.
- Identified media relations as a priority, and established a public relations officer position responsible for securing news coverage and raising awareness for the Faculty's research. Print, online, radio, and television reports of our research and innovation have grown 350%.
- Established a public research symposium and created an annual research report to showcase the Faculty's research accomplishments within and outside of U of T. To-date more than 6,500 new and returning guests have attended the Faculty's 12 public symposia.
- Recruited 11 top scholars to our professoriate and, in doing so, broadened our interdisciplinary focus. Post-doctoral fellowship positions have grown to 15 (from zero), underscoring increased external recognition for the high calibre and broad impact of research conducted at the Faculty.
- Professor. Catherine Sabiston was awarded the Faculty's first Canada Research Chair in Physical Activity and Mental Health and was renewed for an additional 5 years in 2019.
- Launched the Mental Health and Physical Activity Research Centre (MPARC) – one of the first research centres of its kind in Canada and internationally as an Extra-Departmental Unit.
- Articulated research 'clusters' to define how the Faculty's research aligns with and extends beyond the priorities set out in the University's Strategic Research Plan and to identify converging research directions and opportunities for collaboration among faculty.
- Strengthened research collaborations with other U of T Faculties and Departments, and leveraged our integrated mandate facilitating the use of our sport and recreation programs as an important research platform.
- Established the Faculty's internal Dean's Research Grant program to fund pilot studies to enable faculty to conduct preliminary research and obtain initial findings for use in larger research grant applications. This program has proven to be effective at helping faculty to obtain external research funding.
- Secured research partnerships with sport/sport-related organizations and community programs including the Canadian Sport Institute Ontario, Toronto District School Board, the City of Mississauga and a number of Toronto teaching hospitals.
- Secured research contracts with government and industry. These contracts highlight the growing recognition of the innovative and impactful research conducted at the Faculty.

STRATEGIC GOAL #3: Improve participation rates and performance outcomes across the continuum of co-curricular physical activity and sports programs.

- 35,500+ student uses of KPE athletic facilities.
- 323 unique instructional programs are offered, including the inclusive programming such as the trans-inclusive swim, vogue dance class, black excellence ball, and the equity ideas fund.
- Established the Tri-Campus Development League.
- Intramurals include 12,582 participants, 844 teams, 2,314 games and 33 tournaments.
- Intercollegiate sport includes 44 teams and 840 student-athletes.
- In 2017-2018, the Varsity Blues won one national champion title, eleven provincial champion titles and had eleven athletes representing Canada in various international competitions and championships.
- Reorganized our senior leadership structure: the new position of Executive Director of Co-curricular Athletics and Physical Activity Programs has oversight of all co-curricular programs and reports to the Dean as a member of the KPE executive team; an Assistant Director, Physical Activity, Equity and Client Services oversees physical activity, equity and diversity, client

services, intramurals and student outreach.

- Expanded student involvement in governance, program development, operations, evaluation and process improvement. Students from all three student unions and all three campuses are actively engaged in the key governance activities as members of the U of T Council on Athletics & Recreation.
- Formalized training and orientation programs for student employees and expanded leadership programs to include a focus on helping students prepare for post-university success.
- In partnership with UTM and UTSC, expanded the MoveU program, an award-winning initiative designed to help encourage students, particularly underserved groups, to get and stay active. MoveU uses peer-to-peer engagement to realize its goals.
- Expanded the role of the Diversity & Equity team, comprised of undergraduate and graduate students from across campus, to plan, motivate and implement initiatives that promote diversity, equity, inclusivity and physical/mental health. New initiatives include the Athlete Ally program, drop-in trans-positive swimming the pride and trans flag raising ceremony at Varsity Centre, and the Equity Ideas Fund.
- Extended facility hours so that the Faculty's buildings are open earlier and close later.
- Increased the number of accessible, expert-led drop-in programs available to students at no extra cost.
- Reduced prices for novice-level registered programs (e.g. swimming instruction).
- Grew intramural participation from 10,000 to 12,500 participants and added 200 additional teams.
- Completed a comprehensive review of the university's sport model and implemented the recommendations. The intercollegiate program remains the largest in the country engaging more than 800 student athletes. Last year it secured 12 championships – the largest number for a Canadian university that year.
- Completed formal reviews of the following programs, each of which has resulted in many constructive recommendations that are being implemented: sport model; intramural; children and youth; fitness and strength.

STRATEGIC GOAL #4: Build new capacity through investments in infrastructure, people and partnerships.

- Established a KPE Human Resources department to strengthen recruitment, training, career development, retention, labour relations and engagement of our staff and faculty and to grow the Faculty's culture of excellence for program and service delivery.
- Organized a Task Force on Race and Indigeneity to examine multiple aspects of institutional, work, academic and co-curricular environments at the Faculty, as well as systemic barriers to access in admissions, curriculum, retention, employment and participation in our programs. The final report included substantive recommendations and a framework for implementation.
- Celebrated the conclusion of a \$58M capital funding raising campaign which supported the building of the \$70M Goldring Centre for High Performance Sport.
- Built several new research labs to house the research of a growing professoriate and their research trainees.
- Created a classroom and active teaching centre for the Faculty's first professional graduate program: the Master of Professional Kinesiology degree.
- Accumulated \$10M in academic and athletic scholarships and \$7.8M in athletic program support for the intercollegiate program through fund-raising and philanthropy.
- Invested in a number of core information technology systems to improve monitoring, decision-making, efficiency and productivity of teaching, research, fundraising and co-curricular sport and

recreation operations. In doing so, we also created capacity for managers, staff and faculty to focus on excellence in service delivery and program growth.

- Secured multiyear integrated philanthropic, marketing and business development partnerships that deliver mutual value and provide an important source of revenue for the Faculty.
- Expanded and improved physical infrastructure through construction of new facilities and the refurbishment of underutilized spaces and enhanced the Faculty's presence on campus. Major initiatives included opening of the Goldring Centre for High Performance Sport, revitalization of the Back Campus fields, large-scale renovations to outdated and unused spaces within the Benson and Warren Stevens buildings, refurbishment of gymnasias, playing fields, and tracks.
- Full time staff complement grew by 27% since 2011.
- Increase in advancement achievements.
- Struck Task Force on Space to take inventory of spaces and make recommendations on space use.

1.2.2 Diversity, Equity and Inclusion

Across all strategic goals is an ongoing commitment to diversity, equity and inclusion. The Faculty of Kinesiology and Physical Education (KPE) has a strong history of leadership in areas of equity and inequity in sport, recreational and curricular programs. From implementing campaigns such as the [Change Room Project](#) for a more inclusive locker-room culture, to running [SOAR, a March Break program](#) for Indigenous teens, KPE has worked steadily to deliver on its commitment to equity and diversity in its programs and services.

In 2017, KPE struck a Task Force on Race & Indigeneity to improve equity and diversity in all its programming, including sports, recreation, intramurals, curricula and research. The task force examined multiple aspects of the institutional, work, academic and co-curricular environments at KPE as well as systemic barriers to access in admissions, curriculum, retention, employment, and participation in the Faculty's programs. The [Task Force on Race and Indigeneity's Final Report \(with appendices\)](#) reports on the formation, operations and results of the Task Force on Race and Indigeneity that operated within the Faculty of Kinesiology and Physical Education (KPE) at the University of Toronto (U of T) between May 2016 and November 2018.

1.2.3 Challenges Raised by the 2011 External Reviewers

Specific challenges raised by the external reviewers (see *Appendix 1 Review Report 2011* and *Appendix 2 Administrative Response 2012*) as a part of the 2011 External Review are summarized in the below table along with relative advancements achieved.

Table 1 Milestones Achieved in Response to Challenges Raised by 2011 External Reviewers.

2011 Issue	Achievement
Curriculum	
A. <i>The reviewers expressed concern that undergraduate students may be disadvantaged by the total number of credits required in their programs.</i>	The B.Kin. curriculum has been revised and the former non-credit practicum courses (4) are now embedded within credit bearing academic courses. Embedded counsellors, academic guidance and academic student services have been embedded into KPE to facilitate students through the program and support student success.
B. <i>The reviewers suggested that graduate program requirements place a greater emphasis on research training. Further they suggested that integration between course work and research activities should be improved.</i>	The number of mandatory courses in the doctoral-stream programs has been reduced to 2.0 and to 1.5 credits for the M.Sc. and Ph.D. programs respectively. The comprehensive exam process has also been revised to improve learning outcomes and emphasize research training.
Supervision and Research Strength	
A. <i>The reviewers expressed concern about the uneven distribution of graduate students amongst faculty and that some students were concerned about the adequacy of guidance from their supervisors.</i>	The hiring of eighteen new faculty members since 2011 has increased capacity of the Faculty for graduate student supervision.
B. <i>The reviewers note that research productivity among faculty members is uneven and emphasized the on-going need to nurture a research culture and enhance the Faculty's research profile. They suggested that additional resources should be directed at supporting faculty members in applying for research grants.</i>	Additional research supports of the Faculty include the creation of a Research Officer position, hosting of an annual research symposium event open to the public, and introduction of annual internal research awards.
Enrolment	
A. <i>The reviewers identified the opportunities for student recruitment arising from the new BKin degree program and the announcement by Ontario's Ministry of Health regarding adding registered kinesiologists as a profession under the Registered Health Professions Act. They urged the Faculty to embark on a range of activities to attract the best graduate and undergraduate students.</i>	Successful recruitment of undergraduate students is reflected in an enrolment increased from under 200 in 2011 to approximately 260 new B.Kin. students in 2019. This recruitment was augmented by the hiring of a Recruitment Coordinator as well as student ambassadors to assist with recruitment initiatives of the Faculty. In 2016, the Master of Professional Kinesiology program was launched as the Faculty's first professional graduate program with a capacity of 40 students per cohort.
Space	
A. <i>The reviewers suggested that the lab equipment and space for graduate teaching and research is inadequate. They emphasized the importance of augmenting the Faculty's laboratory and equipment resources.</i>	State-of-the-art laboratory equipment was brought into the Goldring Centre for High Performance Sport with collaboration from external partners. Partnerships with local hospitals enable the use of equipment outside the University (e.g., SickKids and Mount Sinai hospitals). Four CFI awards to the Faculty since the last review have significantly

	augmented research infrastructure in the Faculty. There are several newly renovated lab spaces in the Benson Building as well as lab spaces in the new Goldring Centre for High Performance Sport. As well, a library project is underway to create an inventory of equipment and software that can be shared amongst the professoriate.
Co-Curricular Program	
A. <i>The reviewers commented that the level of institutional support for intercollegiate sport is comparatively low.</i>	New facilities were developed to support intercollegiate teams, such as the dedicated three-tier high performance gym space in the Goldring Centre for High Performance sport. The University of Toronto Intercollegiate Sport Model was also developed to delineate institutional support for intercollegiate sport across University, Toronto and Blue & White divisions.
B. <i>The reviewers expressed concern about U of T's performance in CIS sports.</i>	Varsity Blues teams have earned success, for example: one national title and eleven provincial titles in 2017-2018. Varsity Blues remains one of the largest varsity programs in Canada. And, the Varsity Blues obtained the largest number of provincial and national banners of any university in Canada last year.

1.3 Description of Self-Study Process

As part of the normal cyclical review process within the framework of the University of Toronto Quality Assurance Process ([UTQAP](#)), the Vice-President and Provost commissioned a review of KPE's academic programs. The self-study process spanned a 12 month period from October 2018 – September 2019 (five months of preparation, four months of consultation and data collection followed by three months of document drafting and review).

The preparation phase included wide communication amongst the academic leadership of the Faculty, professoriate, and senior management group about the upcoming review, including the process and timelines for completing the self-study. Consultation with the Office of the Vice-Provost Academic Programs occurred along with participation in the UTQAP Review Workshop hosted by the Office of the Vice-Provost, Academic Programs on March 6, 2019. A curriculum mapping training session was also hosted for the academic directors in preparation for completing curriculum maps across all academic programs.

All members of the dean's group and senior management group contributed to the data compilation process, aligned and presented in accordance with the UTQAP Terms of Reference (***Appendix 3 KPE Terms of Reference***).

Supplementing the data we had on hand, wide, broad-based and transparent consultation was also facilitated. Consultation occurred with faculty, students and staff plus input from relevant others including, academic leadership, senior management, sessional lecturers, post-doctoral fellows, research associates, and alumni. Views of employers and professional associations had already been collected as a

part of annual student performance evaluation within the Master of Professional Kinesiology (M.P.K.) professional graduate program. Consultation activities conducted specially as a part of the UTQAP self-study, included:

- **Professoriate retreat:** At the Faculty of Kinesiology and Physical Education Professoriate Retreat on May 2, 2019 a consultative exercise grounded in the 4-D Model for Appreciative Inquiry (Cooperrider & Srivasta, 1987), was facilitated (adapted to use the 3-Ds: discover, dream, design). Faculty members were seated around discussion tables and half the members of each table rotated to a new table every 15-20 minutes. Members were asked to reflect on ‘discovery’ (what they appreciated and/or what is the best the Faculty has done), ‘dream’ (what might be in the Faculty or what we might imagine), and ‘design’ (how can what might be actually be; co-constructing how to get to the identified ideal) for each of the three main topic areas of Research, Academic Programming and Organization Structure. See *Appendix 4 KPE Professoriate Retreat Notes* .
- **Self-Study Survey:** In July 2019, a self-study survey was developed and administered in alignment with the UTQAP Terms of Reference. In addition to being asked to respond to a number of questions along a likert scale, open ended questions were also posed inviting a combination of both quantitative and qualitative feedback. This survey was sent via Faculty listserves to all stakeholders (i.e., faculty, students, staff, sessional lecturers, post-doctoral fellow, research associates). The survey was also posted publicly on the Faculty’s website to encourage broad-based participation. See *Appendix 5 KPE Self-Study Survey* and *Appendix 6 KPE Self-Study Survey Results*.
- **Focus Groups:** Following the self-study survey, a series of focus groups were facilitated for B.Kin. students, M.Sc./Ph.D. students, M.P.K. students, faculty, post-doctoral fellows/research associates, and the senior management group (following individual team discussions with the various management groups). Individual consultation and invitation of individual feedback was also invited for anyone who was not available to participate in the focus group session or who preferred to share his/her feedback individually.

Perspectives of the various stakeholders gleaned through the consultation process are presented collectively throughout the various sections of the self-study report and are highlighted in coloured text-boxes under the heading “KPE Stakeholder Perspectives.”

Academic Programs

2. Academic Programs

2.1 Bachelor of Kinesiology (B.Kin.)

2.1.1 Objectives

The Bachelor of Kinesiology (B.Kin.) is a four-year, course-based undergraduate program with the objective of training students how to be leaders in the field of kinesiology and physical education. It is a unique multidisciplinary program with a commitment to integrating theory and practice throughout. The learning outcomes of the B.Kin. program align with the undergraduate degree outcomes set by the [Ontario Universities Council on Quality Assurance](#).

Table 2 B.Kin. Program Learning Outcomes and Ontario Undergraduate Degree Level Expectations.

Undergraduate Ontario Degree Level Expectations	B.Kin. Program Learning Outcome(s)
1. Depth and breadth of knowledge	Have awareness of the spectrum of abilities and social contexts and their impact on the relationship between physical activity and health.
	Demonstrate advanced understanding of fundamental concepts recognized by the discipline of kinesiology and physical education.
2. Knowledge of methodologies	Have a holistic approach to physical activity, health and their interactions by integrating multiple forms of evidence.
	Be able to interpret and apply a variety of research methodologies to address and critically analyze issues related to kinesiology and physical education.
	Be able to employ appropriate forms of technology for the measurement of movement and the promotion and advocacy of healthy physical activity.
3. Application of knowledge	Be able to apply/transfer fundamental concepts to different settings to promote health through physical activity.
	Be able to apply understanding of ethics, power and their intersections to generate evidence-informed assessments of need, design, implementation and evaluation of opportunities for physical activity.
4. Communication skills	Be able to communicate and interact with others in a variety of ways within the boundaries of their scope of knowledge.
5. Awareness of limits of knowledge	Be able to engage in critically reflective practice.
6. Autonomy and professional capacity	Be able to collaborate effectively.
	Have awareness of how the field of kinesiology and physical education intersects with and contributes to other professions and society.
	Be able to demonstrate awareness of citizenship and social responsibility.

The ten competencies of the B.Kin. program are:

1. Equity, Diversity and Social Justice
2. Numeracy
3. Critical Thinking
4. Presentation Skills
5. Research Inquiry Skills

6. Collaborative Leadership
7. Information Literacy Skills
8. Writing Skills
9. Ethics and Responsibility
10. Physical Literacy

By the end of their experience in the B.Kin. program, through course work and practical experiences, students will be able to engage with each of the PLOs and will obtain competency in each of the ten listed areas.

KPE Stakeholder Perspectives

70% of B.Kin. Students agree that program requirements and learning outcomes are clear and appropriate.

“The focus of the program on preparing students for careers in human movement definitely makes sense as an objective. The study of human movement is an important area and one where there is a need for more experts.”

- B.Kin. Student

2.1.2 Admission Requirements

Program admission requirements for candidates who graduate from the Ontario secondary school program are above average standing in a full academic program, obtaining standing in six courses including:

- English (ENG4U)
- One of: Biology (SBI4U)/Physics (SPH4U)
- One of: Advanced Functions (MHF4U)/Calculus & Vectors (MCV4U)
- Strongly recommended: Introductory Kinesiology (PSK4U) or Exercise Science (PSE4U) if available.
- Recommended: Biology and/or Physics.

All applicants also require an online Statement of Interest and the name and contact information of one referee. These admission requirements in science, mathematics and English are deemed appropriate in order to support student success in achieving a holistic approach to physical activity, health and their interactions by integrating multiple forms of evidence across the biophysical, behavioural and physical cultural disciplines. The statement of intent is important for highlighting prospective student's prior experiences that will set them up for success in the program and how they plan to apply their studies in kinesiology.

As a part of the admission process, we work in collaboration with First Nations House and special consideration is given to all applicants who self-identify as indigenous. Self-declaration occurs via the OUAC/Enrolment Services or the KPE Statement of Interest. We run a filter on the Statement of Interest

to identify those who self-declare as indigenous for additional review. Those collected by Enrolment Services are flagged on the Candidate Selection List we receive and are given prioritized consideration. With a goal of increasing our numbers of indigenous registrants, there is no limit to the number of spots filled each year under special consideration given to the indigenous status of the applicant. Notably, not all indigenous applicants choose to self-declare as indigenous.

There are two potential places set aside each year for outstanding non-matriculated applicants. Such applicants, “mature applicant”, must have been an Ontario resident for one year, must be 21+ years of age on October 1, and must not have completed an Ontario secondary school or equivalent program. Applicants must demonstrate ability and experience and complete a minimum of one English, one Math and one of Biology/Chemistry/Physics at the Grade 12 4U or equivalent level.

Additionally, an undergraduate student at another university or University of Toronto Faculty may be admitted to the B.Kin. program with advanced standing if a high standing has been maintained in previous studies and if appropriate prerequisites have been completed.

KPE Stakeholder Perspectives

82% of B.Kin. Students agree that admission requirements to the B.Kin. Program are appropriate.

“I’ve needed to use all the skills that I have learned in high school from Math to English and Biology, so I think the admission requirements make sense. I wouldn’t change anything.”

- B.Kin. Student

2.1.3 Curriculum and Program Delivery

The 4-year B.Kin. program consists of twenty (20) full academic courses, three outdoor education courses and certification in Standard First Aid and CPR level C. The B.Kin. program must be completed within ten years of registration.

There are 78 courses offered at the undergraduate level including outdoor education courses. Reflective of the Faculty’s commitment to providing a broad-based multidisciplinary education, courses in the B.Kin. program span the three disciplinary areas of physical cultural studies, behavioural studies and biophysical studies, with a wide variety of courses offered within each domain.

Core and Elective Courses

The twenty (20) courses must be completed listed in the [2019-2020 Academic Calendar](#). Academic courses with a “Y” in the course code designator are full-course credits (eight months) and those with “H” are half course credits (four months), with the exception of the Outdoor Projects courses (ODP) which are condensed non-credit bearing activity courses that occur over 2 – 4 days.

First Year: All of [ANA126Y1](#) (Elementary Human Anatomy), [KPE100H1](#) (Physical Cultural Studies), [KPE120H1](#) (Foundations of Sport, Exercise and Health Psychology), [KPE160H1](#) (Fundamentals of Human Movement), [KPE161H1](#) (Fitness: Principles & Practice), [KPE162H1](#) (Personal Health), [KPE182H1](#) (Introduction to Movement Observation and Evaluation), [KPE190H1](#) (Inquiry in Kinesiology and Physical Education), [ODP100H1](#) (Outdoor Project I), 0.5 Other Division Elective

Second Year: All of [KPE200H1](#) (Physical Culture and the Human), [KPE220H1](#) (Psychosocial Development), [KPE260H1](#) (Human Physiology I), [KPE261H1](#) (Theory of Motor Skill Acquisition – Motor Learning), [KPE263H1](#) (Introductory Biomechanics), [KPE264H1](#) (Exercise Physiology), [KPE282H1](#) (Physical Activity and Exercise Applications), [KPE290H1](#) (Research Design and Evaluation: Qualitative Approaches), [KPE291H1](#) (Research Design and Evaluation: Quantitative Approaches), [ODP200H1](#) (Outdoor Project II), 0.5 Other Division Elective

Upper Years: All of [KPE334H1](#) (Adapted Physical Activity), [KPE400H1](#) (Ethics & Power in Kinesiology Physical Education and Health Fields), One of [ODP300H1](#) (Advanced Canoe Tripping)/ [ODP301H1](#) (White Water Canoeing)/ [ODP302H1](#) (Fundamentals of Winter Camping)

Applications: One of [KPE326H1](#) (Aging Health and Physical Activity)/ [KPE329H1](#) (Developing Physical Literacy Foundations in the Early Years)/ [KPE333H1](#) (The Pedagogy of Playing Games)/ [KPE340H1](#) (Introduction to Physical Activity Pedagogy)/ [KPE342H1](#) (Theory of Coaching part I)/ [KPE380H1](#) (Advanced Assessment and Exercise Program Design)/ [KPE423H1](#) (Theory of Dance Performance)/ [KPE427H1](#) (Health and Physical Education in the Elementary Years)/ [KPE434H1](#) (Advanced Adapted Physical Activity)/ [KPE461H1](#) (Speed and Power)

- ONE (minimum) to FIVE (maximum) full course equivalents from another division of this university (Note: total elective 100 level courses from another division across all four years MUST NOT exceed 1.5)*
- ONE full course equivalent from category A (Physical Cultural)
- TWO and a HALF (minimum) to SIX and a HALF (maximum) full course equivalents from categories A (Physical Cultural), B (Behavioural) and/or C (Biophysical)
- Certification: PAO900H Standard First Aid and CPR level C
- GPA: A cumulative GPA of 1.70 or greater
- Only 1.5 credits from another division of the university may be at the first year level. The remainder must be at the second year level or higher.

A library of academic calendars dating back to 2010-2011 can be found on the [academic calendar tab of the KPE website](#). A list of KPE elective courses is provided below. It is not necessary to follow category options in order listed and not all courses may be offered each year.

Category A

- ❖ KPE 300H Physical Culture and Social Inequality
- ❖ KPE 302H Media, Health and Exercise Sciences
- ❖ KPE 303H Physical Cultural Studies and Public Policy
- ❖ KPE 304H Violence, Suffering and Physical Culture
- ❖ KPE 305H Geographies of Physical Cultures
- ❖ KPE 307H The Olympics
- ❖ KPE 401H International Development Through Sport
- ❖ KPE 402H Experiencing Physical Cultural Studies
- ❖ KPE 403H Body and Health in Physical Culture
- ❖ KPE 404H Illness, Disease and Physical Culture

- ❖ KPE 405H Race, Indigeneity and Physical Culture
- ❖ KPE 417H Sport and Popular Culture
- ❖ KPE 419H Sport and the War on Terror

Category B

- ❖ KPE 320H Administrative Theory and Organizational Behaviour
- ❖ KPE 321H Population Health
- ❖ KPE 322H Psychology of Injury and Rehabilitation
- ❖ KPE 323H Youth in Physical Activity
- ❖ KPE 324H Advanced Sport Psychology
- ❖ KPE 325H Stress and Coping
- ❖ KPE 326H Aging, Health and Physical Activity
- ❖ KPE 327H Exercise and Mental Health
- ❖ KPE 328H Exercise, Health and Nutrition
- ❖ KPE 329H Developing Physical Literacy Foundations in the Early Years
- ❖ KPE 330H Advanced Exercise Psychology
- ❖ KPE 331H Sport Analytics, Game Theory and Tactics
- ❖ KPE 333H The Pedagogy of Playing Games
- ❖ KPE 340H Introduction to Physical Activity Pedagogy
- ❖ KPE 342H Theory of Coaching Part I
- ❖ KPE 355Y Interpersonal Theory in Kinesiology & Physical Education
- ❖ KPE 390Y Directed Research
- ❖ KPE 418H Maltreatment in Youth Sport
- ❖ KPE 421H The Role of Physical Activity in Girls' and Women's Health
- ❖ KPE 422H Topics in Coaching
- ❖ KPE 423H Theory of Dance Performance
- ❖ KPE 425H Sport Injury Research and Prevention
- ❖ KPE 426H Exercise & Cancer Survivorship
- ❖ KPE 427H Health and Physical Education in the Elementary Years
- ❖ KPE 428H Nutrition Aids in Sport and Exercise
- ❖ KPE 429H Sport Management
- ❖ KPE 434H Advanced Adapted Physical Activity
- ❖ KPE 442H Theory of Coaching Part II
- ❖ KPE 455Y Kinesiology & Physical Education in Society
- ❖ KPE 490Y Advanced Research
- ❖ KPE 495H Independent Study

Category C

- ❖ KPE 361H Motor Control
- ❖ KPE 362H Neural Basis of Human Movement
- ❖ KPE 363H Sport Medicine
- ❖ KPE 364H Exercise Metabolism
- ❖ KPE 365H Advanced Biomechanics
- ❖ KPE 366H Ergonomics
- ❖ KPE 367H Sport and Exercise Biomechanics
- ❖ KPE 368H Sport Concussion
- ❖ KPE 371H Lifestyle & Metabolic Disease
- ❖ KPE 460H Science and Practice of Training for Sport Performance
- ❖ KPE 461H Speed and Power

- ❖ KPE 462H Human Environmental Exercise Physiology
- ❖ KPE 463H Topics in Professional Kinesiology
- ❖ KPE 464H Clinical Exercise, Testing and Prescription
- ❖ KPE 465H Exercise for Children with Chronic Disease
- ❖ KPE 466H Laboratory Methods for Sport and Exercise Sciences
- ❖ KPE 467H Cellular Muscle Biology
- ❖ KPE 468H Respiratory and Pulmonary Physiology
- ❖ KPE 469H Performance and Neuroplasticity
- ❖ KPE 470H Sport Science
- ❖ KPE 478H Muskuloskeletal Biomechanics

Majors and Minors Completed by B.Kin Students

KPE undergraduate students can pursue majors and minors in other Faculties and Departments, including minors in French as a second language, psychology, sociology, English, human geography, French studies, physiology, biology, Christianity and culture, Italian communication studies, and philosophy, as some examples.

To interpret the data below, it is important to note that the majority of undergraduate students as of 2014-2015 were B.Kin students, when B.P.H.E. enrolment declined drastically. The data below shows aggregate data of B.Kin. and B.P.H.E. students. At its lowest enrolment in 2011-2012, B.Kin. students made up 22% of undergraduate students. Please keep in mind that B.Kin. enrolment increased steadily and made up a majority (92%) of undergraduate students as of Fall 2015.

Counts of minors and majors from 2011-2012 to 2018-2019 are shown in the following table:

Table 3 Majors and Minors completed by B.Kin. and B.P.H.E. students from 2011-2012 to 2018-2019.

Major/Minor completed	Count		
Major in Physiology	1		
Major in Psychology	10		
Minor in Biology	6		
Minor in Christianity and Culture	1		
Minor in English	10		
Minor in French as a Second Language	7		
Minor in French Studies	1		
Minor in Geography	10		
Minor in History	5		
Minor in Human Geography	1		
Minor in Italian Communication Studies	1		
Minor in Philosophy	1		
Minor in Physiology	1		
Minor in Psychology	63		
Minor in Sociology	7		
		# grad	
	#	2012-2019	%
	125	1442	8.67

Notes: Minors are assessed at graduation, and annotated to transcripts. Students may complete them afterwards as a non-degree student if they wish - the transcript is annotated accordingly. Our students may not directly enroll in the minor programs - they merely complete the requirements of the Faculty of Arts and Science with no additional access.

B.Kin. Curriculum Map

The B.Kin. program recently underwent an extensive curriculum mapping process which concluded in 2019. Intended as a tool to see how the twelve program learning outcomes (PLOs) and ten competencies of the B.Kin. program mapped onto program courses and progression, the mapping process involved interviews and focus groups with faculty member instructors as well as syllabus review. Analysis involved categorizing the level of each PLO and competency in each course as ‘introductory (I)’, ‘developing (D)’ or ‘advanced (A)’.

The intention is to use these maps as a standard against which to enhance undergraduate student learning and experience in the Faculty of Kinesiology and Physical Education as well as to recognize and improve upon the excellence in innovation in teaching and learning demonstrated within the Faculty.

B.Kin. Curriculum Map Legend: PLOs	
PLO1	Have a holistic approach to physical activity, health and their interactions by integrating multiple forms of evidence.
PLO2	Have awareness of the spectrum of abilities and social contexts and their impact on the relationship between physical activity and health.
PLO3	Be able to interpret and apply a variety of research methodologies to address and critically analyze issues related to kinesiology and physical education.
PLO4	Demonstrate advanced understanding of fundamental concepts recognized by the discipline of kinesiology and physical education.
PLO5	Be able to apply/transfer fundamental concepts to different settings to promote health through physical activity.
PLO6	Be able to apply understanding of ethics, power and their intersections to generate evidence-informed assessments of need, design, implementation and evaluation of opportunities for physical activity.
PLO7	Be able to employ appropriate forms of technology for the measurement of movement and the promotion and advocacy of healthy physical activity.
PLO8	Be able to engage in critically reflective practice.
PLO9	Be able to communicate and interact with others in a variety of ways within the boundaries of their scope of knowledge.
PLO10	Be able to collaborate effectively.
PLO11	Have awareness of how the field of kinesiology and physical education intersects with and contributes to other professions and society.
PLO12	Be able to demonstrate awareness of citizenship and social responsibility.
I	Introduced
D	Developed
A	Advanced

Table 4 B.Kin. program curriculum map, 2019: program learning outcomes.

	PLO 1			PLO 2			PLO 3			PLO 4			PLO 5			PLO 6			PLO 7			PLO 8			PLO 9			PLO 10			PLO 11			PLO 12		
Code	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A			
ANA126Y1				X							X			X								X			X			X			X					
KPE100H1		X			X			X			X		X				X				X		X			X			X			X				
KPE120H1		X			X		X				X			X			X				X		X			X			X			X				
KPE160H1	X			X			X				X			X				X				X			X			X			X					
KPE160H1				X							X			X					X			X						X			X					
KPE161H1	X			X			X				X		X			X			X			X			X			X			X					
KPE162H1		X			X		X			X			X			X						X			X				X			X				
KPE180H1	X			X			X				X			X				X				X			X			X			X					
KPE181H1	X			X			X				X			X				X				X			X			X			X					
KPE190H1		X		X				X			X			X			X				X		X			X			X			X				
KPE200H1		X				X	X					X		X		X	X				X	X			X			X			X					
KPE220H1	X			X						X			X			X					X			X			X			X			X			
KPE260H1	X			X				X			X			X				X			X			X			X			X			X			
KPE261H1				X				X			X			X		X				X							X			X			X			
KPE263H1	X			X			X				X			X				X			X		X			X			X			X				
KPE264H1	X			X				X			X			X				X			X		X			X			X			X				
KPE280H1		X			X			X			X			X			X			X		X			X			X			X			X		
KPE281H1		X			X			X			X			X			X			X		X			X			X			X			X		
KPE290Y1																																				
KPE290Y1		X			X			X			X			X			X			X			X			X			X			X				
KPE334H1		X				X		X				X		X			X		X			X		X			X			X			X			
KPE360H1	X			X				X				X			X				X		X				X			X			X			X		
KPE400H1		X				X		X			X			X			X				X		X			X			X			X				
	9	10		13	6	3	8	11		5	14	3	6	15	1	4	5	2	6	8	1	8	10	2	9	9	1	6	11	1	11	10		8	9	

[illegible]

The findings of the curriculum mapping exercise with regards to the ten competencies are represented in the table below.

B.Kin. Curriculum Map Legend: Core Competencies	
C1	Equity, Diversity and Social Justice
C2	Numeracy
C3	Critical Thinking
C4	Presentation Skills
C5	Research Inquiry Skills
C6	Collaborative Leadership
C7	Information Literacy Skills
C8	Writing Skills
C9	Ethics and Responsibility
C10	Physical Literacy
I	Introduced
D	Developed
A	Advanced

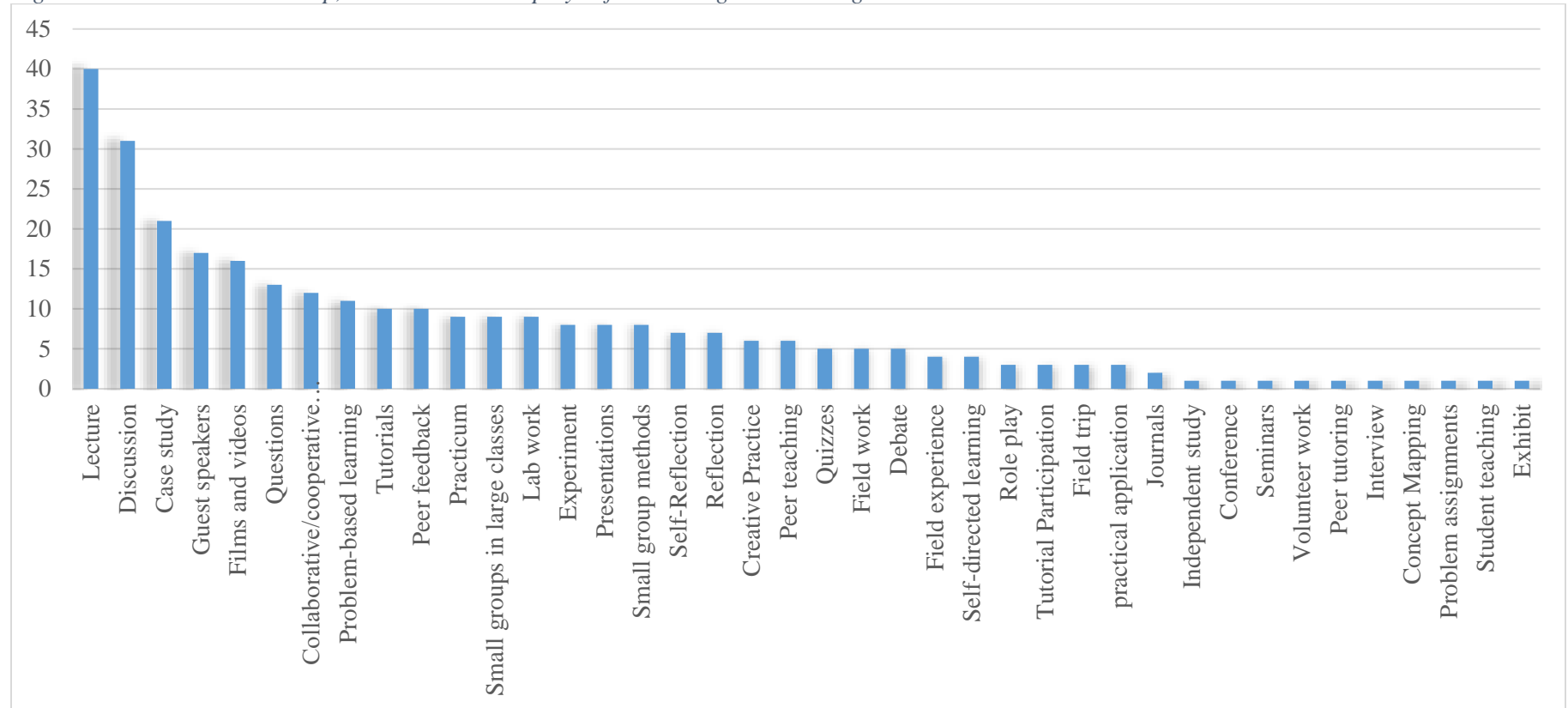
Table 5 B.Kin. program curriculum map, 2019: core competencies.

	C1			C2			C3			C4			C5			C6			C7			C8			C9			C10		
Code	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A	I	D	A
ANA126Y1								X					X				X						X				X			
KPE100H1		X		X				X			X		X				X		X			X		X			X			
KPE120H1		X			X			X					X			X			X			X		X			X			
KPE160H1					X			X					X			X						X					X			
KPE160H1				X			X						X						X			X			X			X		
KPE161H1	X			X			X			X			X					X			X			X			X			
KPE162H1		X						X					X					X			X			X		X				
KPE180H1				X				X		X			X			X			X			X		X			X			
KPE181H1	X			X				X		X			X			X			X			X		X			X			
KPE190H1		X			X			X			X		X			X			X			X		X		X				
KPE200H1			X						X				X			X			X				X			X				
KPE220H1	X			X			X						X						X			X			X		X			
KPE260H1	X				X			X		X			X			X			X			X		X			X			
KPE261H1	X				X			X					X						X			X		X			X			
KPE263H1					X			X					X						X					X			X			
KPE264H1	X				X			X					X			X			X			X		X			X			
KPE280H1		X			X			X			X		X			X			X			X			X		X			
KPE281H1		X						X			X		X			X			X			X			X		X			
KPE290Y1		X						X			X		X			X			X			X			X		X			
KPE290Y1																														
KPE334H1		X			X				X		X		X				X			X			X		X		X			
KPE360H1		X				X			X			X			X		X			X			X		X		X			
KPE400H1			X					X			X		X			X			X			X			X		X			
	6	9	2	6	9	1	3	16	3	4	7	1	9	12	1	4	11	1	5	7	2	6	12	2	12	7	2	4	15	

KPE302H1			X		X			X		X		X		X			X		X		X		X							
KPE307H1			X					X		X		X		X			X		X		X		X							
KPE322H1		X			X		X			X		X		X			X		X		X		X							
KPE326H1		X			X			X		X			X		X			X		X				X						
KPE327H1		X			X			X			X		X		X			X			X		X							
KPE328H1					X			X		X		X					X		X			X								
KPE329H1			X					X		X	X				X			X			X			X						
KPE329H1																														
KPE330H1			X			X		X		X			X		X			X			X			X						
KPE331H1		X				X		X		X			X		X			X			X			X						
KPE333H1							X			X				X			X			X		X		X						
KPE333H1																														
KPE340H1	X						X			X				X			X		X		X			X						
KPE342H1		X					X				X		X		X		X		X			X		X						
KPE355Y1																														
KPE363H1							X						X				X		X	X			X							
KPE424H1																														
KPE426H1		X			X			X		X		X		X			X		X		X			X						
KPE427H1																														
KPE428H1					X			X		X			X		X		X		X		X									
KPE442H1				X				X		X			X		X		X		X				X							
KPE455Y1																														
KPE460H1			X			X		X		X			X		X		X		X		X			X						
KPE461H1			X			X		X		X			X		X		X		X				X							
KPE463H1			X		X			X			X		X		X		X		X		X			X						
KPE464H1			X			X		X		X			X		X		X		X		X			X						
KPE466H1						X		X		X			X		X		X		X		X			X						
	1	6	8	1	8	6		5	16		9	11	1	4	14		9	10		9	11		6	14	2	2	11	2	5	12
	7	15	10	7	17	7	3	21	19	4	16	12	10	16	15	4	20	11	5	16	13	6	18	16	14	9	13	6	20	12

The table below presents the wide variety of teaching and learning methods employed in courses taught by KPE faculty members.

Figure 1 B.Kin. curriculum map, 2019: methods employed for teaching and learning in KPE.



Overall, the curriculum mapping data show the expected and desired trend of progressive (introductory, developing, advanced) demonstration of both program learning outcomes and competencies across the four years of the degree program. While program learning outcomes and competencies are adequately addressed, the curriculum maps also reveal potential for improvement in three areas: (1) numeracy – only a handful of courses have numeracy at advanced levels; (2) to description and intent of PLO #7 (“be able to employ appropriate forms of technology for the measurement of movement and the promotion and advocacy of healthy, physical activity”); and (3) to further discuss PLO #12 (“Be able to demonstrate awareness of citizenship and social responsibility”) amongst the professoriate and students in order to develop the attributes of an ‘advanced’ level of learning.

The curriculum mapping data also illustrate an impressive array of teaching methods. There is some form of writing exercise/assessment in every KPE course, and a large number of courses have a practical hands-on components identified as practicum, lab work, experiments, field experience, field trip, role play and practical application.

Curricular Innovation

The Curriculum Committee in continually tweaking and updating the B.Kin. curriculum for the purpose of advancing teaching and learning of undergraduate students. On an ongoing basis, each instructor makes modifications and improvements to individual courses based on student feedback and emerging information/changing contexts. There are also continually new courses being developed and offered as additional elective options for students. This section will summarize some of the main curricular innovations that have occurred since the last self-study in 2011, and/or are currently underway.

- **B.Kin. and M.T. Combined Degree:** The Faculty of Kinesiology and Physical Education at the University of Toronto, and the Ontario Institute for Studies in Education (OISE) have established a Combined Bachelor of Kinesiology (B.Kin.) and Master of Teaching in Elementary or Secondary Education (M.T.), which provides students with the opportunity to gain an early pathway into the teaching profession. Conditional admission to an enriched graduate program (M.T.) is offered to B.Kin. students still engaged in undergraduate study.

The Combined Degree Program allows actively enrolled B.Kin. students with a minimum B+ average to apply for early admission to the M.T. program during the Fall of Year 3. Successful applicants will be informed of their conditional admission into the M.T. program at OISE in the Winter of Year 3. By the end of Year 3 in the B.Kin. program, and in order to maintain their conditional admission status, students must hold a B+ academic average, have 3.0 FCE in a first teachable subject (of Physical and Health Education) and a minimum of 1.0 FCE in a second teachable subject. B.Kin. students will then be eligible to take 1.0 graduate FCE at OISE in the M.T. program during Year 4 of their undergraduate study while completing the other requirements of their B.Kin. degree. The 1.0 FCE graduate credit taken in the MT program will count toward the degree requirements of the B.Kin., and also towards the completion of the M.T. program (i.e., students will be exempted from the 1.0 graduate FCEs already taken when fully transitioned to the M.T. program). By the end of Year 4, students must have completed their B.Kin. degree, maintained a B+ academic average, and completed 6.0 and 3.0 FCE in their first and second teachable subjects respectively in

order to progress into the M.T. program full-time. Only then is the conditional admission to the M.T. program lifted and converted to an invited status. Students then continue with the requirements of the MT program as specified by OISE, and follow the normal pathway to degree completion.

- **Movement Applications Curriculum Strand:** The movement applications curriculum strand (former practica curriculum) is an integral component of the education of B.Kin. students. This series of courses is intended to be a forum for students to integrate and apply their theoretical knowledge of physical education and kinesiology, such that they graduate with the requisite skills to become leaders in the education and promotion of physical activity. These courses are designed to prepare students to be leaders as movement specialists; to learn fundamental movement principles and skills and to apply them to individuals of all ages and diverse backgrounds across various settings, including: education, fitness, coaching, play, the workplace, and rehabilitation.

The associated learning outcomes for this curriculum strand include the following:

- to impart the joys of physical activity
- to understand and apply theoretical concepts to diverse settings and populations
- to understand the health implications of physical activity
- to understand fundamental movement principles
- to demonstrate fundamental movement skills
- to develop skills of engagement, inclusion and dissemination
- to demonstrate ethical decision-making and practice
- to enhance awareness of personal fitness for sport, the workplace, and lifelong health

In 2014, the Faculty began a process of curriculum renewal to modernize our practica and to better prepare our students for the changing career trajectories within the fields of kinesiology and physical education. In the past, like other Kinesiology/Physical Education divisions across Canada, our focus was on the preparation of future physical education teachers, primarily for the secondary school level. As such, our practicum curriculum reflected the secondary school physical and health education curriculum with courses devoted to specific games, sports, and dance (e.g., track and field, gymnastics, basketball, volleyball, soccer, etc.). Over the past 15-20 years however, kinesiology and physical education graduates have entered, with increasing frequency, fields of community health, exercise for the aging, those with chronic disease, and exercise for rehabilitation purposes. Given a broader range of potential career directions, the traditional sport and game practica model has less relevance. In addition, as the secondary and elementary school curriculum continues to change and evolve (e.g., removal of gymnastics, incorporation of more fitness-related activities, activities from diverse countries/reflecting a variety of ethnicities), it is our belief that the best way to prepare future educators is to focus on core competencies related to movement analysis and application that may be transferable to various games, sports and activities.

The Faculty has responded to the changing landscape of our field by focusing this series of courses on the development of movement specialists who can apply their knowledge and skills to a variety of settings (e.g., education, coaching, rehabilitation) and a variety of populations (e.g. children, aged, those with disabilities). In summary, while we have built these courses to enable students to receive

preparation as future physical educators, we have done so within a broader context of movement analyses and applications.

Further, we have elevated the rigor and expectations from the previous practicum courses to receive academic credit which contribute to grade point averages. The revised academic courses delivered within our Faculty are intentionally designed to link theory and practice, to give students a practical understanding of the multidisciplinary foundation of human movement, and to enable students to teach human movement in ways that enhance participation and the enjoyment and health of participants. In the first and second years, students take one required core course. The first-year consists of a foundation courses in Movement Observation and Evaluation ([KPE182H](#)). The second-year course on Physical Activity and Exercise Applications ([KPE282H](#)) addresses the development of psychomotor and biomechanical skills required to perform basic movement activities with a view to healthy movement as well as the practical application of this knowledge to complex activities. In the third year, students are required to complete a minimum of one movement application course from a series of elective course options providing them with exposure to different types of traditional and non-traditional physical activity programs in order to gain an understanding of each method's strengths and weaknesses in achieving specific fitness goals related to fitness, sport, and various occupations. Upper year course options within the Movement Applications Curriculum Strand, include: [KPE326H1](#) (Aging Health and Physical Activity), [KPE329H1](#) (Developing Physical Literacy Foundations in the Early Years), [KPE333H1](#) (The Pedagogy of Playing Games), [KPE340H1](#) (Introduction to Physical Activity Pedagogy), [KPE342H1](#) (Theory of Coaching part I), [KPE380H1](#) (Advanced Assessment and Exercise Program Design), [KPE423H1](#) (Theory of Dance Performance), [KPE427H1](#) (Health and Physical Education in the Elementary Years), [KPE434H1](#) (Advanced Adapted Physical Activity), and [KPE461H1](#) (Speed and Power).

- **Certificate in Global Kinesiology & Physical Education:** Showcasing the international, global and Indigenous content existing within B.Kin. courses, the Certificate in Global Kinesiology & Physical Education was recently introduced in September 2019. It makes transparent for students and their future employers, the burgeoning role that the field of Kinesiology and Physical Education plays in health, physical activity and their intersections in a global context and at the same time arms students with a global perspective advantageous for numerous future academic and professional pursuits.

The Certificate in Global Kinesiology & Physical Education (U of T Global Scholar) directly addresses several initiatives under Strategic Goal 1 in the Faculty's Academic Plan (https://kpe.utoronto.ca/sites/default/files/academic_plan_final_web.pdf), including:

- Embrace initiatives that differentiate our programs
- Expand and promote experiential education and research opportunities (including developing opportunities for certificates and diplomas)
- Prepare students who aspire to become educators, health professionals and researchers
- Develop active and focused international exchange opportunities program for students

The certificate supports both the Faculty's and the University's continued commitment to producing globally minded citizens and increasing international experiences for students. It is open to all current and future B.Kin. students and is offered in conjunction with the 4-year Bachelor of

Kinesiology degree program. Students must successfully complete 2.0 FCE from the following pre-identified Global Pathway for-credit undergraduate course list to satisfy the requirements for the Certificate in Global Kinesiology & Physical Education and to contribute simultaneously to the BKin degree requirements: [KPE 200](#), [KPE 300](#), [KPE 302](#), [KPE 304](#), [KPE 305](#), [KPE 307](#), [KPE 321](#), [KPE 355*](#), [KPE 401](#), [KPE 404](#), [KPE 405](#), [KPE 455*](#), [KPE 495*](#) and study abroad courses for credit. Courses with an asterisk have varying topics and will only count towards the certificate if the focus of study/placement is on an international, global or Indigenous topic. For students on exchange experiences, the course[s] they take as part of their study abroad may count toward the 2.0 FCE. This will be assessed before the student goes on exchange.

The Global Pathway course list will be published on-line in the Academic Calendar and emailed to students via the Registrar's Office annually. Interested students need to make a written request to the Registrar's Office for consideration for the certificate. The Registrar's Office will confirm eligibility (i.e., a passing grade in 2.0 FCE from the above course list) for the certificate at the same time they confirm eligibility to graduate with the B.Kin. degree. Certificates will not be granted in isolation of the B.Kin. degree. Instead, they will be reflected on the B.Kin. degree transcript for all eligible students.

Certificates offered in conjunction with an undergraduate program have a sub-set of complementary learning outcomes in relation to the program. The learning outcomes and expectations for the Certificate in Global Kinesiology & Physical Education are summarized in the table below.

Table 6 Certificate in Global Kinesiology & Physical Education Learning Outcomes.

Certificate Expectations	Certificate Learning Outcomes	How the Design/Structure Supports the Certificate Expectations
<i>Depth and Breadth of Knowledge</i> <i>Awareness of limits of knowledge</i>	<ul style="list-style-type: none"> This is reflected in students who are able to demonstrate advanced international and/or Indigenous cultural knowledge related to health, physical activity and/or their intersections. 	<ul style="list-style-type: none"> The design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: required readings related to international and/or Indigenous content written by international and Indigenous scholars, written assessments in every course focussed on depth of understanding, multiple courses from which students select 4 X 0.5 FCE thereby offering a breadth of related study. The comparative perspective incorporated across the Global Pathway courses illuminates an awareness of the limits of knowledge.
<i>Application of Knowledge</i> <i>Communication Skills</i>	<ul style="list-style-type: none"> This is reflected in students who are able to apply cultural knowledge to the study and promotion of physical activity and health. 	<ul style="list-style-type: none"> This is achieved through the variety of teaching and learning methods currently used in the Global Pathway courses including, international or Indigenous focused case studies, research papers, research proposals, practical experience, reflection papers and research projects and presentations (including presentations at international conferences).
<i>Knowledge of Methodologies</i>	<ul style="list-style-type: none"> This reflected in students who are able to critically analyze and employ multiple perspectives and/or theories concerning contemporary issues related to physical activity and health based on global learning. 	<ul style="list-style-type: none"> This is achieved through lectures, required readings, lab/field/practical work that are part of the Global Pathway courses.
<i>Autonomy and Professional Capacity</i>	<ul style="list-style-type: none"> This is reflected in students being able to demonstrate awareness of global citizenship and social responsibility 	<ul style="list-style-type: none"> Global Pathway courses all address the B.Kin. competency: Equity, Diversity and Social Inclusion. Thus, students are required to engage in critical reflection, on the production and dissemination of knowledge, diversity considerations, social inequalities and their interaction with a view to being able to advocate for and implement change. Demonstration of this competency occurs across several forms of assessment requiring a global lens including, written proposals, research papers, written exams, global case studies, reflection papers and poster and oral presentations.

- **Advances in Diversity, Equity and Inclusion Curricula:** The Faculty has a strong reputation for its equity, diversity and social inclusion initiatives. The broad discussions on diversity and the work of the Task Force for Race and Indigeneity over the recent years have already resulted in increased course content and practice related to Indigenous and racialized cultures, colonial influences (on the world, Canada and ourselves) and inclusive practices. While this competency is most concentrated in physical cultural courses (e.g., Ethics and Power in Kinesiology & Physical Education, Physical Culture and the Human Condition, Violence, Pain and Suffering, Physical Cultural Studies, Social Inequalities, Olympic and Paralympic Studies and Race, Indigeneity and Physical Culture, to name a few) other courses have also incorporated this competency (e.g., Aging, Health and Physical Activity, Developing Physical Literacy Foundations in the Early Years, Advanced Exercise Psychology). A new course Sport, Gender and Sexuality further enhances our work toward this competency. The Faculty strives to integrate this competency in more of our upper year courses, especially those in the biophysical and behavioural fields. The curriculum map shows that there is a great opportunity to further develop this competency across a broader array of upper year electives to the advanced level we expect our graduates to achieve.
- **Thinking in Print:** Critical thinking, information literacy skills, and writing skills were among the list of program level competencies to be achieved by every B.Kin. graduate. As such, we have begun to build in writing skills development into a couple of our first year courses, with good uptake and support by faculty. Plans are currently underway to build curricular content for scaffolding and progressing writing and critical thinking skills development beyond students' first year of study. The intention is to expand the current offerings and create writing and critical thinking skills curriculum over the 4 years of the program as a part of a program called Thinking in Print (TiP), as well as to assess students' learning within the TiP curriculum to inform the effectiveness of the training and potential areas for further growth and improvement.
- **Introduction of Online and Hybrid Courses:** Reflecting students' diverse learning needs and their desires for greater breadth of pedagogical approaches reflected across the B.Kin. curriculum, there is a growing demand for more flexible education, including online and hybrid course options. Outlined in the University of Toronto Online Learning Strategic Framework (<https://onlinelearning.utoronto.ca/strategy/>), the anticipated affordances of online learning include improving flexibility, enhancing learner experience and supporting student success across dimensions such as:
 - *Access (Geographic)* – offering flexibility for full time degree program students and convenience for part time.
 - *Access (Temporal)* – learning at time and pace preferred by learner with flexible options.
 - *Program path* – addressing student needs such as speeding up or catching up.
 - *Content* – providing varied digital media, interactive activities, learner generated or collaboratively created content.
 - *Format* – exploring synchronous, asynchronous or self-directed modules.
 - *Instruction and assessment strategies* – engaging students in innovative active learning, personalized formative feedback and authentic assessments.

In addition to the affordances for students, course instructors also benefit from the practical time-based efficiencies, flexibility in course delivery, and access to new teaching platforms.

Accordingly, a goal for the B.Kin. program is to develop and deliver three online/hybrid courses over the next two academic years (2019-2020 & 2020-2021) for a total of 6 online/hybrid courses.

In order to support this initiative, an eCourse Developer has been recently hired to directly assist interested faculty in online and/or hybrid course development, including coaching for faculty in the pedagogy of online teaching, and direct assistance with the pedagogical design and technological aspects of the online or hybrid course development.

- **International Student Experience:** Our Faculty has a long-history of experiential education in the form of student placements. Building upon this tradition of learning through experience, and inspired by the broader focus of the institution on the advancement of global classrooms and international student experience, we are keen to broaden our academic experiential offerings. This includes opportunities for students to gain experience learning abroad, which may occur in the form of a semester abroad or through participation in a community-engaged learning course abroad. We recently applied for and were successfully awarded Provostial funds to advance the development, promotion and support of international student experience for undergraduate students in the Faculty of Kinesiology & Physical Education. More specifically, this short-term funding will be used to support the: (1) Promotion and facilitation of student participation in a semester abroad; and (2) Re-design and implementation of an upper year international community-engaged learning course ‘*KPE401: International Development through Sport*’. This course will be delivered for the first time in May 2020 as a hybrid course with an embedded international student experience where the students partake in sport and physical activity programming in Kingston, Jamaica in partnership with the University of West Indies.

This goal for advancing undergraduate study abroad builds upon the strength of our Bachelor of Kinesiology program in providing a wealth of opportunities for learning through experience and augments the strong history of our Faculty in delivering experiential education in the form of domestic professional placements.

KPE Stakeholder Perspectives

“The undergraduate curriculum revision exercise was intended to diversify the undergraduate program and allow students to identify with a career-trajectory and area of specialization. With the choice between the B.Kin. and the B.P.H.E. degree the majority of students self-selected the B.Kin. degree leading to where we are at now with the singular undergraduate program and a crying need to find new ways of perhaps sub-B.Kin. programs that help individuals direct themselves to different career paths.”

- KPE Faculty Member

Learning Beyond the Classroom

The Faculty of Kinesiology and Physical Education (KPE) has a long-established record of providing its students with opportunities to learn outside of the classroom. Under the umbrella of experiential learning, a number of opportunities exist for students to learn through experience, including in-field learning (formerly termed professional placements), outdoor projects, field experiences, community-engaged learning, classroom based experiences and undergraduate student research. Each are outlined below, with student research opportunities presented in the next section.

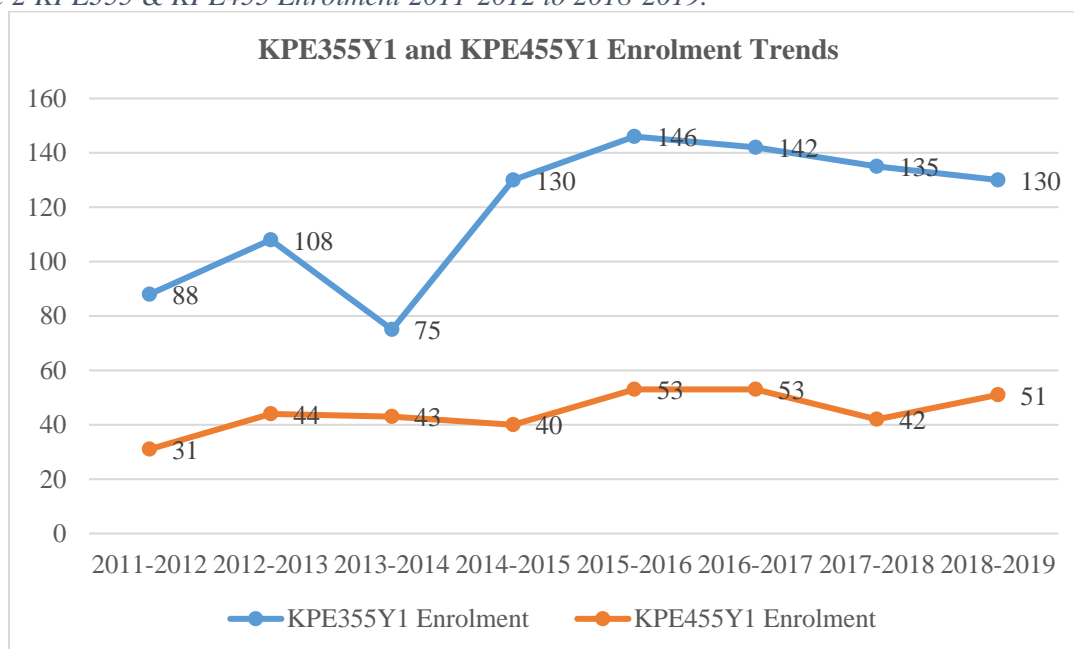
- **In-Field Learning:** In-Field Learning helps students put theory into practice by working alongside and learning from an experienced mentor. Available for third, fourth and fifth-year students, In-Field Learning opportunities occur as a part of elective upper year courses ([KPE355Y](#); [KPE455Y](#)) where students develop skills through job shadowing, and assisting with day-to-day workplace activities under the supervision of the mentor.

In the classroom, theoretical knowledge and core competencies of professional practice are addressed. Students complete an average of 100 hours (80 min to 120 max) over the course of the academic year (September – March). As a part of the in-field learning experience, students can expect to:

- Learn through experience
- Integrate classroom learning with hands-on practice
- Explore different fields of practice
- Gauge the fit of potential careers paths
- Develop personal and professional skills that will build your resume and make you stand out to future employers

In-Field Learning placements are offered in five key areas related to the field of kinesiology and physical education, including: 1) health care; 2) sport, fitness and recreation; 3) education; 4) health promotion; and 5) research and innovation.

Figure 2 KPE355 & KPE455 Enrolment 2011-2012 to 2018-2019.



Note: Prior to 2016-17 the KPE355Y and KPE455Y courses were numbered KPE350Y and KPE450Y respectively.

In order to support in students' In-Field Learning experiences, the Faculty maintains meaningful relationships with over one hundred community partners who offer their mentorship to KPE students, while simultaneously conducting outreach to develop new partnerships within the community. Student have the option of applying to be mentored by an individual within a faculty-attained partnership or may choose to submit a proposal for a student attained in-field learning experience if the opportunity/organization of interest is not reflected on the Faculty list. A full list of in-field learning community partners is included in **Appendix 7 List of Community Partners with Active Placement Agreements**.

- Outdoor Projects:** The outdoor projects form an important and unique component of the B.Kin. curriculum. The objectives of these non-credit bearing courses are to provide students with a sequence of learning experiences related to outdoor activity, which emphasizes skill-development, awareness of the environment, and leadership in an outdoor setting. Students must complete three courses in total; the first two courses are mandatory, and the third must be chosen from three options. The required courses taken in Year I and II provide a sequential learning experience designed to prepare students for the optional courses taken in the upper years. The basis of learning in these courses follows that of experiential education.

In this regard, students are directly involved in practical activities led by experienced instructors. The expectation is that students will acquire fundamental skills related to the outdoors which will enable both competency in all instructional activities which form the outdoor projects' curricula, and independence in many other skills which enhance participation in the natural environment, and life skills which relate to leadership, co-operation, team work and problem solving.

The five Outdoor Projects offered to the students in the B.Kin. program include:

- Year I [ODP 100H](#) Introduction to Outdoor Physical Activity and the Environment
- Year II [ODP 200H](#) Advanced Outdoor Education
- Year III Requirement ONE of:
 - [ODP 300H](#) Advanced Canoe Tripping
 - [ODP 301H](#) Advanced Water Navigation-White Water Canoeing
 - [ODP 302H](#) Fundamentals of Winter Camping

A unique feature of the outdoor projects is the degree to which senior students are involved in the planning and instruction of the program. Those students who are qualified for instructing the activities offered in ODP 100H/200H may be selected through an application process, to become camp counsellors and gain leadership experience in this regard. In addition, four senior students are chosen to co-ordinate these courses. This system of student-based teaching provides the undergraduate class a significant opportunity for leadership and input in the Outdoor Projects. Because the senior students assume a leadership role in this aspect of the Outdoor Projects curriculum, they represent a key component in the success of the outdoor projects, and are exemplars to the younger students with respect to leadership, outdoor skills and responsibility.

- **Field Experiences:** Short-term field trips, also described as observational visits, are embedded within a number of the B.Kin. courses. Examples of field experiences available for B.Kin. students are provided in the table below.

Table 7 Example Field Experiences.

Example Field Experiences	
KPE302H Media, Health and Exercise Science	Class visit to CBC museum and national studios.
KPE305H Geographies in Physical Cultures	Walking tour of urban physical activity spaces.
KPE426H Exercise and Cancer Survivorship	Class visit to the University Hospital Network (UHN) to observe a program in Wellness and Exercise for Cancer Survivors.
KPE462 Human Environmental Exercise Physiology	Field trip to become familiar with the specialized environmental physiology research facilities at Defence Research & Development Canada - Toronto location.

- **Community-Engaged Learning:** In community-engaged learning courses (also referred to as service learning courses), student engage in meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. We have a couple recently developed community-engaged learning courses where the course delivered in partnership with a community organization. Service is embedded into the course and students work in partnership with the community organization to apply their disciplinary knowledge and address community-identified needs.

Table 8 Example Community-Engaged Learning Experiences.

Example Community-Engaged Learning Experiences	
KPE330H Advanced Exercise Psychology	In partnership with Accommodation, Information and Support Inc (AIS) students develop exercise programs for people with mental health challenges.
KPE334H Adapted Physical Activity & KPE434 Advanced Adapted Physical Activity	In partnership with Variety Village, students learn about a broad range of abilities and are introduced to effective ways of providing physical activity opportunities for individuals with varied abilities.

- **Classroom-Based Experiences:** In addition to the opportunities to learning through experience beyond the classroom setting, a number of hand-on learning experiences occurring with course labs, tutorials, and classroom activities. A few examples are listed below.

Table 9 Example Class-Based Opportunities for Learning through Experience.

Example Class-Based Opportunities for Learning through Experience	
<i>1st Year</i>	
ANA126Y Elementary Human Anatomy	Students work with human cadavers to understand the musculoskeletal system.
KPE100H Physical Cultural Studies	Students conduct an experiential learning project where they visit different spaces of sport/physical activity on campus and are asked to reflect on what social processes are at play that shape the site and what goes on in the space.
KPE182H Introduction to Movement Observation and Evaluation	Class is divided into groups of 20-25 for smaller class size. Students physically practice fitness principles and fundamental movement skills
<i>2nd Year</i>	
KPE261H Theory of Motor Skill Acquisition – Motor Learning	In the labs, students test various motor learning concepts. In an assignment, they produce a short video highlighting how they would implement motor learning principles in a practical setting of their choice.
KPE263H Introductory Biomechanics	Labs
<i>Upper years</i>	
KPE329H Developing Physical Activity Foundations in the Early Years	The class is divided into 4 groups of 8 students. Within each group, group members take turns preparing, teaching, helping and observing weekly physical activity lessons with eight 2-3 year olds. This happens for 8 weeks of the course.
KPE423H Theory of Dance Performance	In this course students define, research and explore essential elements of dance. These elements include dance technique, musicality, artistry, and choreography. The major project in the course consists of the students choreographing and staging their own work for formal performance.
KPE461H Speed and Power	Students gain skills of seeing movement and practicing advanced coaching methods in speed and power.

In the summer of 2018, the Faculty participated in a pilot Experiential Learning tagging project with the University of Toronto Office of the Vice-Provost Innovations in Undergraduate Education, which include a full listing of all academic courses in the Faculty and identifies the various types of experiential learning embedded. See ***Appendix 8 2018 Experiential Learning Tagging Project***.

KPE Stakeholder Perspectives

“I did a project on sport development and had the opportunity to go to MLSE Launch Pad. The goal was to breakdown what was going on there and observe. I thought it was a valuable experience and a highlight of my course.”

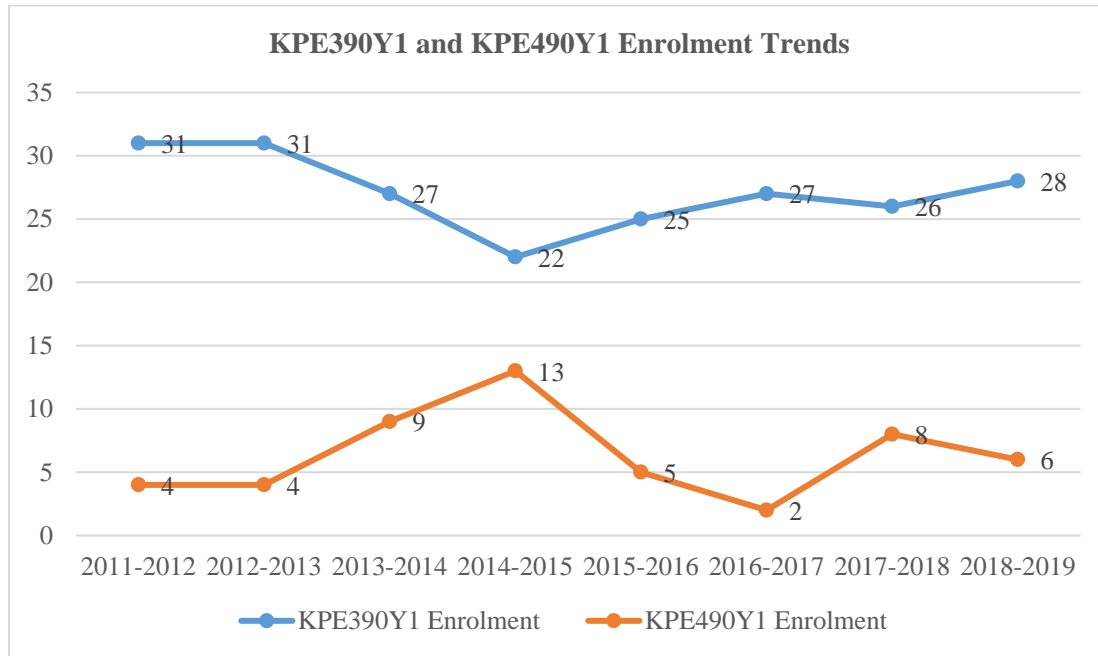
- B. Kin. Student

Student Research Experience

Under the guidance of a faculty member, accepted students participate in a research project related to the study of physical activity and health. The student and supervising faculty member collaborate on defining the research question, collecting and analyzing data, and interpreting the findings. At the end of the course, students submit an extensive research paper and present their research at the annual Bertha Rosenstadt National Undergraduate Research Conference. Students are also required to attend monthly workshops to assist them with the research projects. These courses (KPE390Y Directed Research; KPE490Y Advanced Research) provide an opportunity for a student planning graduate study at this Faculty or elsewhere to gain experience in completing a small research study. Through the research experiences, students can expect to:

- Work alongside a professor, gaining hands-on experience conducting research
- Challenge assumptions; test new ideas
- Develop critical reading and academic writing skills
- Learn research processes and methodologies
- Conduct data collection and analyses
- Present research findings to individuals and/or groups

Figure 3 KPE390 & KPE490 Enrolment 2011-2012 to 2018-2019.



Students conduct research across physical cultural, behavioural, and biophysical disciplinary areas. See **Appendix 9 2018-2019 B.Kin. Student Research Projects** to review the wide variety of research projects conducted by B.Kin students. A full list of project abstracts is available in the [2019 Conference Program](#).

Since 1999, the Bertha Rosenstadt National Undergraduate Research Conference has been hosted by the Faculty of Kinesiology and Physical Education at the University of Toronto. This multidisciplinary conference includes topics from exercise physiology, biomechanics, sports medicine, motor learning and control, exercise and sport psychology, philosophy, history, and sociology of sport. This conference gives undergraduate students the opportunity to present literature reviews, critiques, term papers, findings from research projects or works in-progress to peers and faculty. A renowned researcher or practitioner delivers a keynote address and awards are given to selected student presentations. Students enrolled in KPE 390Y/490Y/495H are required to participate.

In 2019, the day-long conference featured more than 80 student presentations. In addition to the strong attendance from the University of Toronto, other students travelled from eight universities to attend this year's event including Lakehead, McMaster and Concordia.

KPE Stakeholder Perspectives

87% of B.Kin. students and faculty members agree that there are opportunities for student research in the faculty.

“Our Faculty and programs provide our students and the larger community with unparalleled research, learning, programming and leadership opportunities.”

- KPE Faculty Member

2.1.4 Assessment of Learning

Assessment of student learning occurs at a course level and is set by the specific course instructor. As a part of the curriculum mapping process, the breadth of learning assessment methods currently used in the Faculty was examined with many faculty incorporating multimodalities of learning assessment within compulsory and non-compulsory classes.

Figure 4 B.Kin. curriculum maps: learning assessment methods in compulsory courses.

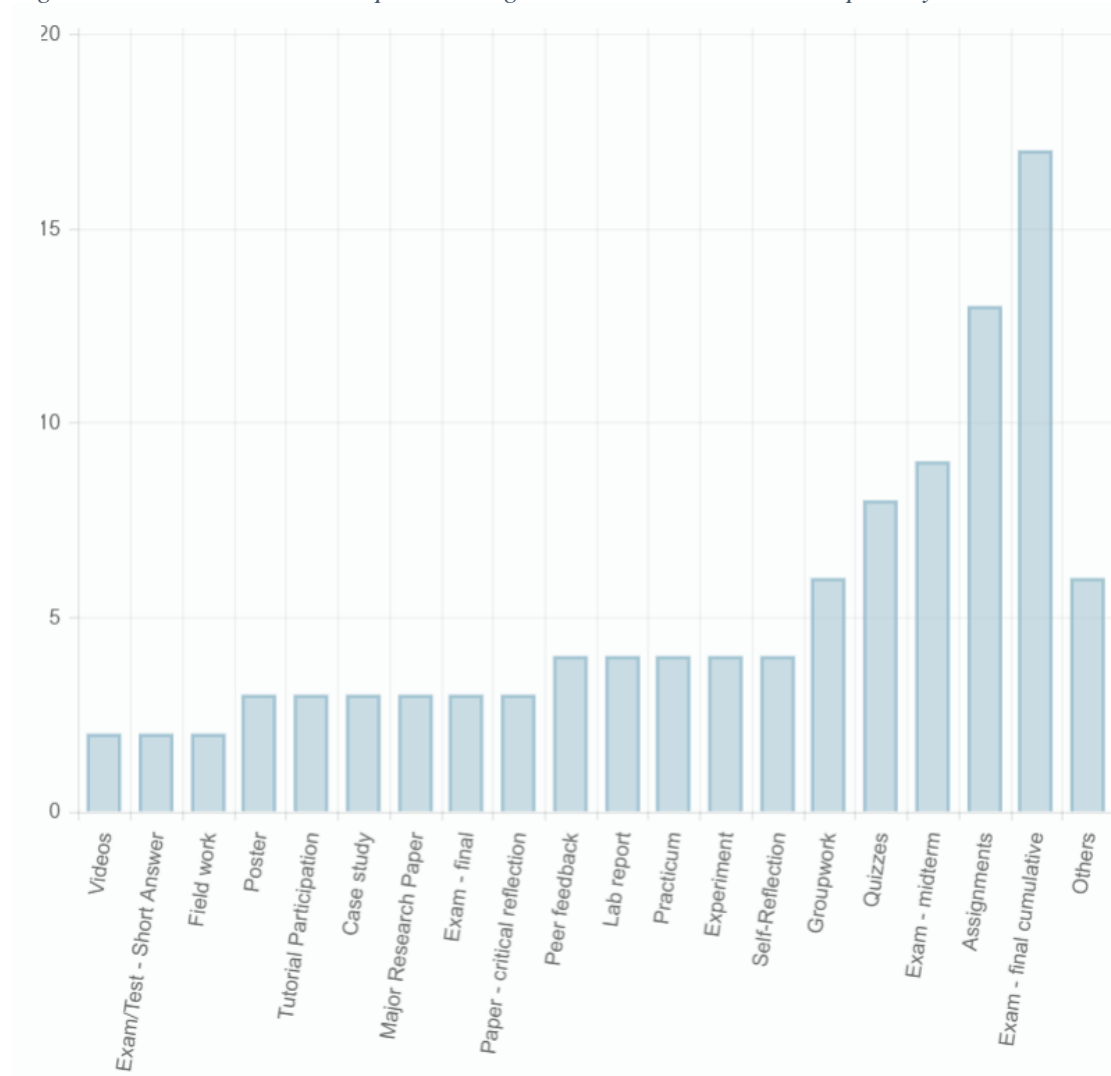
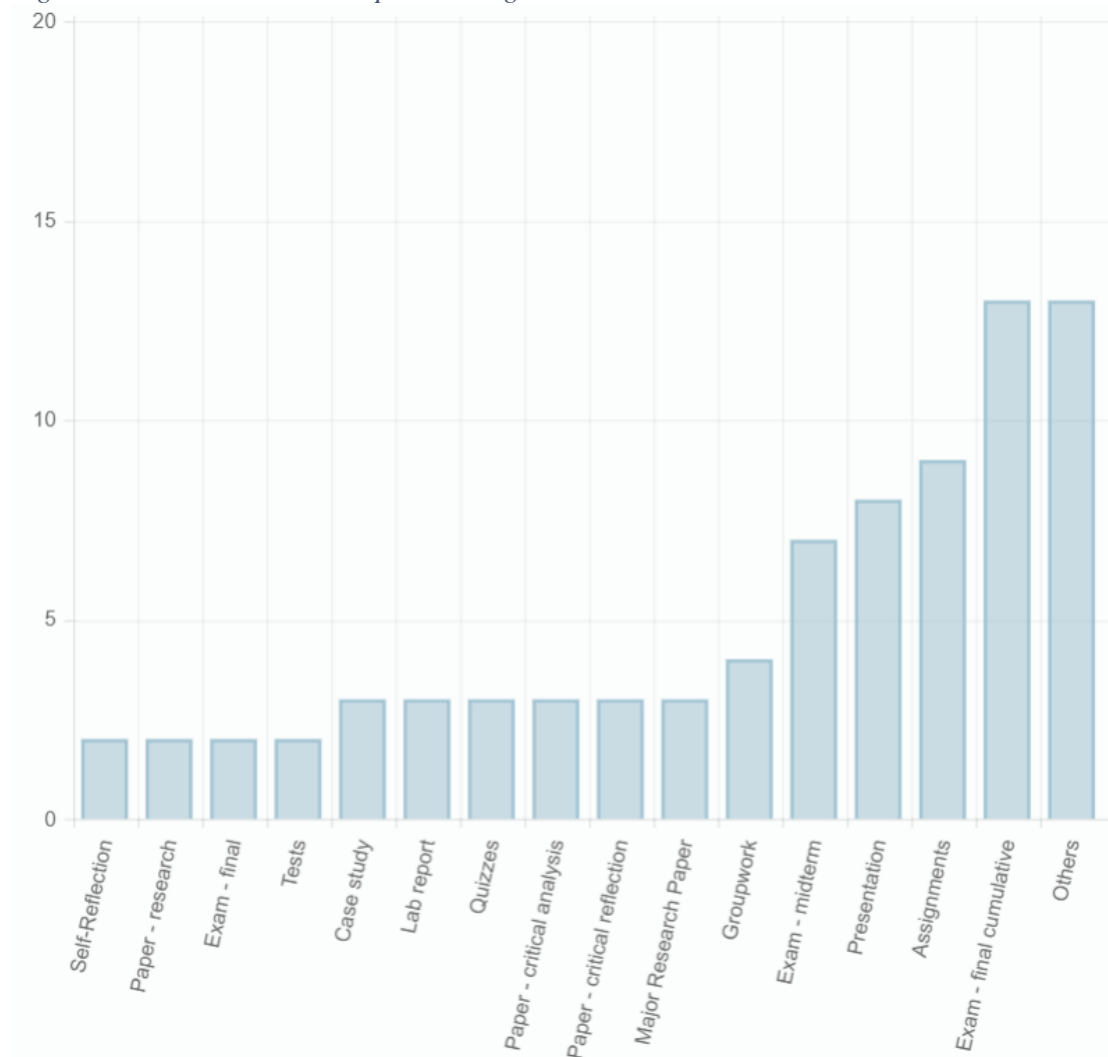


Figure 5 B.Kin. curriculum maps: learning assessment methods in elective courses.

While assignments and exams are the most prevalent assessment methods across courses, assessment methods also include research papers, presentations, group work, self-reflection, experiments, lab reports, field work and much more. Many forms of assessment are used across the B.Kin courses in order to cater to diverse learning needs of students and help promote the kind of creative, reflective and thoughtful learning, which benefit student achievement of the program learning outcomes and core competencies. In particular, a combination of written and oral, and theoretical and applied learning assessments are used to assess students' communication and application of fundamental concepts to different settings. There is also a mixture of individual and group learning assessments throughout the curriculum, which assess student's ability to critically reflect and collaborate effectively.

KPE Stakeholder Perspectives

“The anatomy exam was very cool. As a first year it really drew me into the program. We were in the cadaver lab for half of our exam. There was a brain and a pin on an area and we had to identify the area or answer a question. It was very interactive and focused.”

- B.Kin. Student

“There was a lot of variety in assessments. If I had one complaint it would be the amount of group work required in the upper year courses.”

- B.Kin. Student

2.1.5 Quality Indicators & Quality Enhancement

Quality of Applicants and Admitted Students

A significant growth in enrolment targets and registrants is reflected from 2011-2012 to 2018-19. Total undergraduate student enrolment is up 40% from 744 students in 2011-2012 to 1045 students in 2018-2019. The size of the incoming undergraduate cohort is up 44% from 188 incoming undergraduate students in 2011 to 270 students in 2019. We have had no trouble filling all available spots in the B.Kin. program with high quality students. With over 2000 applicants per year, we could easily meet larger enrolment targets, but unfortunately are challenged by space limitations that prevent us from considering further growth at this time. More information on our space limitations is included in the section on “Organizational and Financial Structure.”

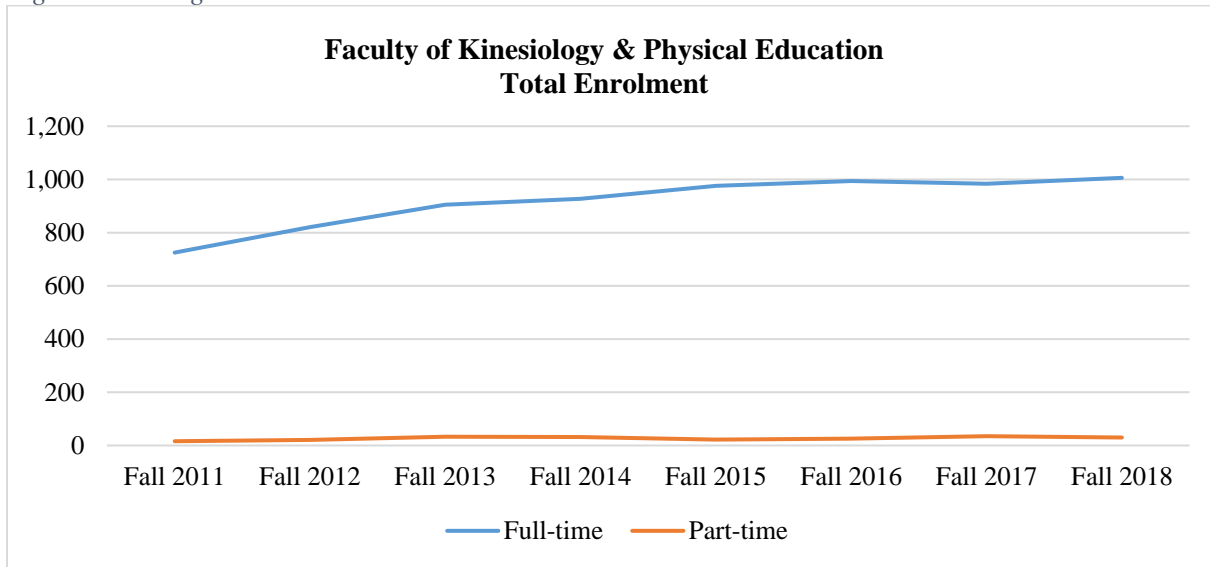
Undergraduate student enrolment is represented in the table and graph below:

Table 10 Undergraduate (B.Kin. and B.P.H.E.) student enrolment from 2011-2012 until 2018-2019.

	Undergraduate Degree student enrolment									(CTEP)	
	Total Population	Female	Male	Unknown	Another	Year 1	Year 2	Year 3	Year 4	Year 5	FTE
2018-19	1045	599	439	7	0	257	266	238	284	n/a	1001.8
2017-18	1026	582	442	2	0	269	253	258	230	16	971.648
2016-17	1026	599	427	0	0	266	264	218	247	31	973.523
2015-16	1010	575	435	0	0	274	239	229	241	27	942.919
2014-15	967	562	405	0	0	245	252	224	215	31	896.468
2013-14	949	534	415	0	0	267	232	205	211	34	876.45
2012-13	849	471	378	0	0	252	199	175	200	23	782.847
2011-12	744	413	331	0	0	198	175	203	136	32	695.15

Notes: Sum of FTE counts per year (e.g., 2018 summer, 2018 fall, 2018 winter). Degree students only.

Figure 6 Undergraduate KPE total enrolment.



Data source: Program Enrolment Cube, Fall 2011 to Fall 2018.

Undergraduate program applications, offers and registrations can be found in the chart and table below:

Figure 7 Undergraduate applications, offers and registrations, Fall 2012 - Fall 2018.

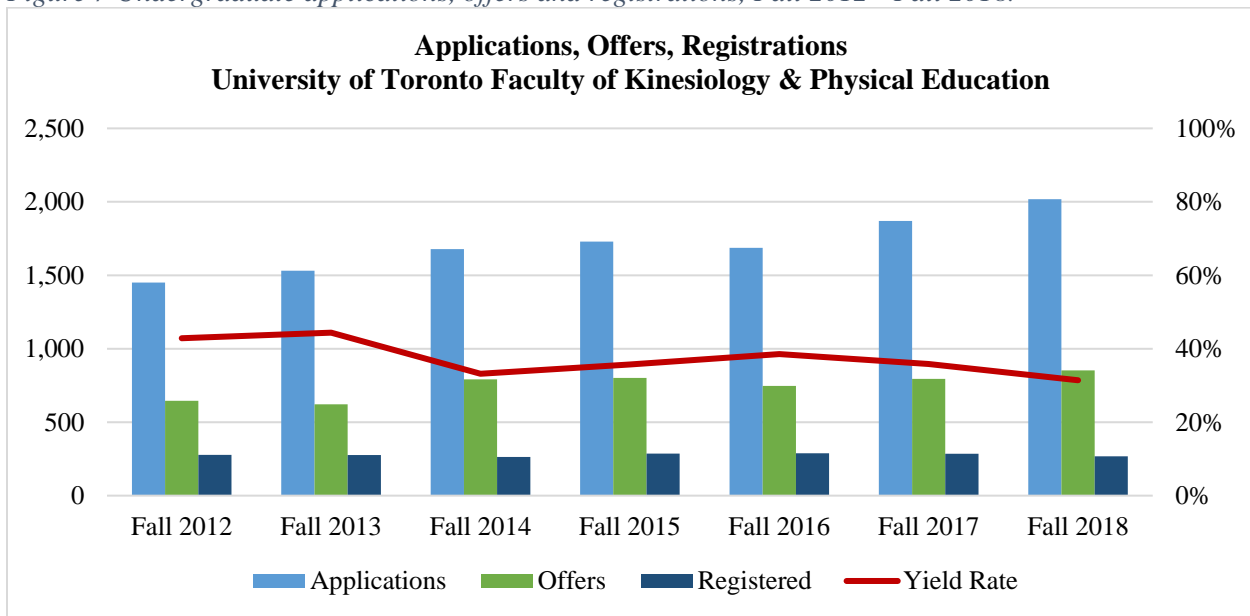


Table 11 Numbers of undergraduate applications, offers and registrations, Fall 2012 to Fall 2018.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Application Count	1,451	1,531	1,678	1,729	1,687	1,870	2,018
Admitted Count	646	622	792	801	747	795	853
Registered Count	277	276	263	286	288	285	268
Registered / Admitted Yield	42.9%	44.4%	33.2%	35.7%	38.6%	35.8%	31.4%

Source: Admissions New cube

As of July 2019, for the 2019-2020 academic year, there were 101 international students enrolled (of 1089 undergraduate students). Countries of origin of 2019 international student registrants is included in

Appendix 10 2019 B.Kin. International Student Registrants.

In 2018, 323 international students applied to the B.Kin. program, 97 were admitted and 38 accepted their offer (see Figure 8 below). From 2013 to 2018, there has been a 430.67% increase in applicants, 746.15% increase in admitted international students and a 633.33% increase in students who accept their offers.

Figure 8 Numbers of international undergraduate applications, offers and registrations, Fall 2018 to Fall 2013.

	Overall numbers/rate for Visa/other							% Increase (2018/2013)
	2018	2017	2016	2015	2014	2013	Average	
Applied	323	218	165	133	79	75	165.5	430.67
Admitted	97	87	44	41	22	13	50.66667	746.15
Accepted	38	24	21	15	7	6	18.5	633.33

Looking at the data we have on students who self-identify as indigenous, we have only a few indigenous students enroll in the B.Kin program.

Table 12 Numbers of indigenous undergraduate applications, offers and registrations, Fall 2017 to Fall 2019.

Admission cycle	Self-Identified Applicants	Admitted	Accepted /Enrolled
2019	6	*	*
2018	11	6	*
2017	9	7	*

* Indicates n <5.

Table 13 New registrations and entering averages for undergraduate programs, 2011-2018.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Bachelor of Physical & Health Education	New Registrations	161	217	236	238	259			
	Entering Averages	83.6	83.2	83.3	83.3	84.0			
Bachelor of Physical & Health Education/B.Ed.	New Registrations	27	31	23					
	Entering Averages	83.3	84.4	83.7					
Bachelor of Kinesiology	New Registrations						262	259	255
	Entering Averages						85.0	86.0	86.4
Total	New Registrations	188	248	259	238	259	262	259	255
	Entering Averages	83.5	83.3	83.4	83.3	84.0	85.0	86.0	86.4

Student Completion Rates and Time to Completion

Each year, there are new registrants and returning registrants to each year of the undergraduate programs. We are pleased to have a consistently high rate of return (90%). The table below shows retention rates for undergraduate students from 2011-2012 until 2017-2018.

Table 14 Retention rates for undergraduate students from 2011-2012 until 2017-2018.

	First Year Retention			Second Year Retention		
Year	# Reg	# Reg next year	% returning	# Reg	# Reg next year	% returning
2011/12	188	184	97.87	175	159	90.86
2012/13	248	236	95.16	198	191	96.46
2013/14	259	249	96.14	232	208	89.66
2014/15	238	219	92.02	246	232	94.31
2015/16	259	243	93.82	235	212	90.21
2016/17	262	244	93.13	262	243	92.75
2017/18	259	240	92.66	251	235	93.63
2018/19	255	?	?	264	?	?
	Third Year Retention			Fourth Year Retention		
Year	# Reg	# Reg next year	% returning	# Reg	# Reg next year	% returning
2011/12	203	199	98.03	136	36	26.47
2012/13	174	169	97.13	200	84	42.00
2013/14	204	193	94.61	210	59	28.10
2014/15	223	221	99.10	213	54	25.35
2015/16	229	224	97.82	241	67	27.80
2016/17	217	208	95.85	247	51	20.65
2017/18	258	252	97.67	230	47	20.43
2018/19	238	?	?	284	?	?

The relatively low fourth year retention percentage indicate that the majority of students have graduated before starting year 5, so the B.Kin. is functioning like a true 4 year degree with only a small percentage of students not completing their degrees within the standard 4 year time period.

Graduation trends and graduating Grade Point Averages (GPAs) for the B.Kin. program are represented below. In order to interpret the table of GPAs and graduation numbers for the three undergraduate programs, please note the aforementioned changes to undergraduate degree programming which shifted all undergraduate programming to the B.Kin. program as the sole undergraduate program. While the table below lists three distinct undergraduate programs, the designations actually show a shift from the B.P.H.E./B.Ed. program (no longer offered) to the B.Kin. program (the only undergraduate program currently accepting students in the Faculty of Kinesiology and Physical Education).

Figure 9 Number of KPE graduates, 2010-2011 to 2017-2018.

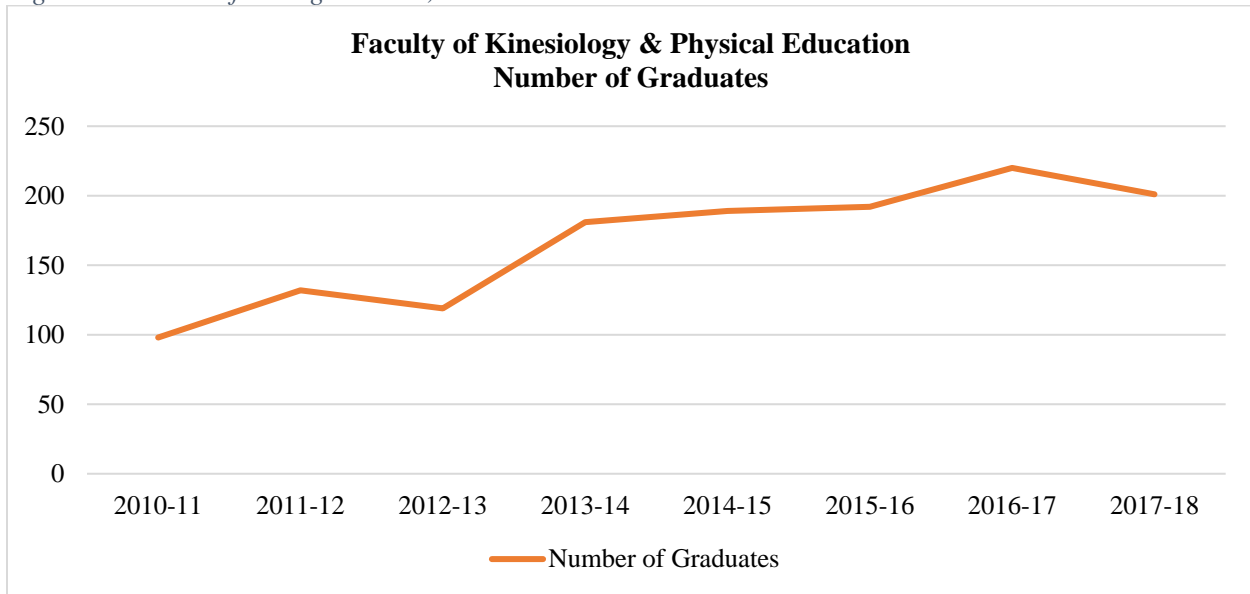
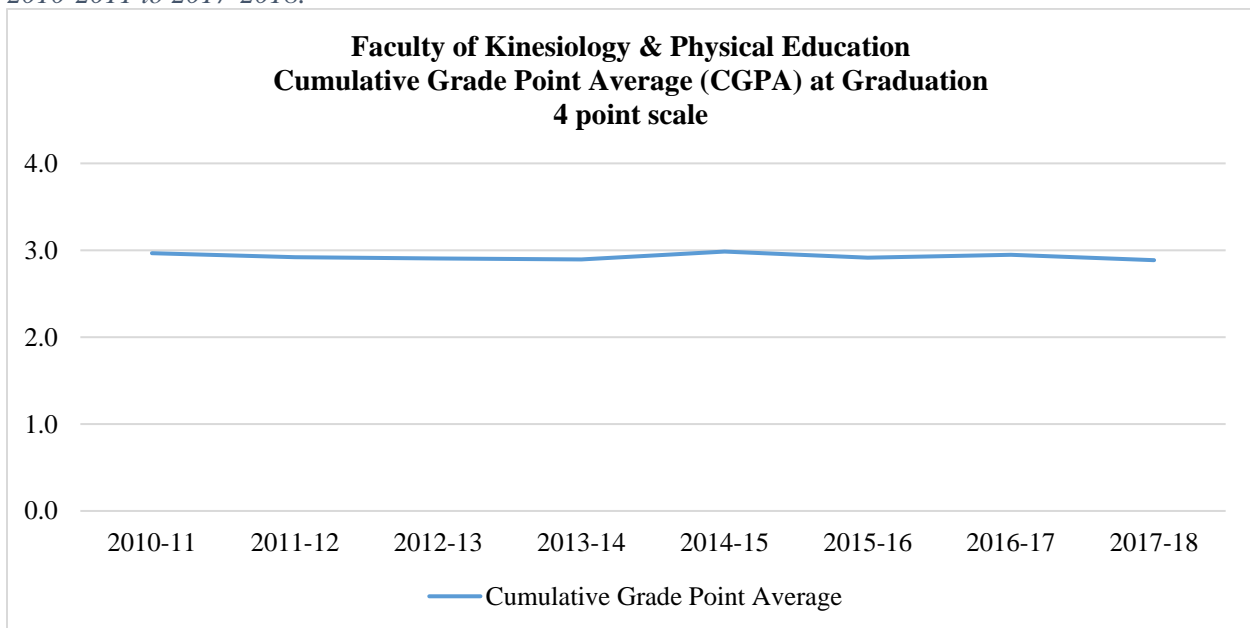


Figure 10 KPE graduates cumulative grade point average (CGPA) at time of graduation [4 point scale], 2010-2011 to 2017-2018.



The number of B.Kin. graduates and their cumulative grade point averages can be found below. Please note that the low number of graduates from 2011-2012 reflects the introduction of the B.Kin. program as the B.P.H.E. program stopped admitting students in 2013. The increasing numbers of B.Kin. graduates over the years reflects the increasing enrolment in B.Kin. and transition from the B.P.H.E. to B.Kin. programs.

Table 15 Number of B.Kin. graduates and their cumulative grade point averages, 2010-2011 to 2017-2018.

Program Name		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Bachelor of Kinesiology	Number of Graduates		1	69	129	152	162	187	179
	Cumulative Grade Point Average		3.16	3.04	2.95	3.02	2.95	2.95	2.89

Data Source: ROSI custom queries

Quality of Teaching & Educational Experience

The undergraduate program is delivered by 25 tenure-stream faculty, 7 teaching stream faculty, 8 athletic instructors, and approximately 22 course instructors/sessional instructors/individuals on contractually limited term appointments (see *Appendix 11 for Faculty CVs*). The table below shows the percentage of courses taught by full-time continuing status faculty (tenure-stream and teaching-stream) from 2017-2018, 2018-2019 and 2019-2020.

Table 16 Percentage of compulsory and optional undergraduate academic courses taught by full-time continuing status professors.

	UNDEGRAD COURSES
2019-2020	
% compulsory academic courses taught by professors with continuing status	68.2%
% optional academic courses taught by professors with continuing status	37.5%
2018-2019	
% compulsory academic courses taught by professors with continuing status	56.5%
% optional academic courses taught by professors with continuing status	44.8%
2017-2018	
% compulsory academic courses taught by professors with continuing status	65.2%
% optional academic courses taught by professors with continuing status	42.4%

At the end of each course (required and optional), students are invited to submit a course evaluation. The evaluation is made up of several quantitative indicators and include space for students to give their qualitative thoughts on the course and course instruction. A blank evaluation form can be found in *Appendix 12 Blank Course Evaluation Form*. The table below shows the average student ranking of courses based on the fifteen (15) indicators from the evaluation form. The indicators are quantified on a five point scale, where five represents the most positive response of ‘excellent’. Overall, the average

undergraduate evaluation of both mandatory and optional courses ranges on the scale from ‘good’ (4) to ‘excellent’ (5), indicating that students, on average, have a positive evaluation of course quality and experience.

Table 17 Course evaluation overall summary (Q1 - Q15), 2011-2012 to 2016-2017.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Required	4.00	4.13	4.14	4.17	4.24	4.15
Optional	4.55	4.50	4.44	4.44	4.42	4.43
Combined	4.31	4.36	4.33	4.35	4.36	4.34

Degree completion rates of kinesiology/recreation/physical education programs at the University of Toronto and average completion rates across all Ontario institution can be found in the table below.

Table 18 Degree completion rates, 2001-2008 entry cohorts - kinesiology/recreation/physical education programs.

Program	2001 Cohort	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
Toronto	90.4%	91.2%	89.9%	86.8%	81.3%	91.1%	87.8%	82.3%
Province	81.3%	81.6%	85.2%	80.5%	80.1%	79.6%	80.3%	81.0%

Degree completion rates can also be measured by the percent of degree graduation of a particular cohort by a particular time. The Ministry of Training, Colleges & Universities calculates graduation rates by identifying a single entering cohort of students and determining whether or not they graduated within seven years. The percent of the 2007 cohort graduated by 2014 for kinesiology programs and for university undergraduate programs overall for the University of Toronto and Ontario universities can be found in the table below.

Table 19 Graduation rates of 2007 cohort graduating by 2014 at the University of Toronto and Ontario Universities, respectively.

Program	Cohort	University of Toronto	Ontario Universities
Kin/Rec/PhysEd	156	87.8%	80.3%
U of T Average	12,812	79.4%	77.3%

Source: Ministry of Training, Colleges & Universities (MTCU): Universities' Key Performance Indicators

According to the internal KPE Alumni Survey interim report in June 2018, 79% of B.Kin. alumni would recommend the program to a prospective student, 34% attribute their current employment to their undergraduate kinesiology degree and 85% reported being satisfied or very satisfied with the University of Toronto's B.Kin. or B.P.H.E. program. See *Appendix 13 KPE Alumni Survey Interim Report* for full report.

The 2017 results of the National Survey of Student Engagement (NSSE) demonstrate student engagement, high impact activities and other quality measures of undergraduate student experience in the B.Kin. program. Results are represented below for the Faculty of Kinesiology and Physical Education and

University of Toronto. Detailed results can be found in *Appendix 14 2017 National Survey of Student Engagement Report*.

Table 20 Summary results of the National Survey of Student Engagement at KPE and the University of Toronto, respectively.

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in students' NSSE responses. By combining responses to related NSSE questions, each Engagement Indicator offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Each EI is scored on a 60-point scale.

Academic Challenge

Class	Engagement Indicator	KPE			UofT		
		N	Mean	S.D.*	N	Mean	S.D.*
1st year	Higher-Order Learning	93	37.0	13.5	4461	38.06	12.9
	Reflective and Integrative Learning	95	36.4	9.5	4557	34.01	11.6
	Learning Strategies	84	34.4	11.8	4099	35.12	13.4
	Quantitative Reasoning	91	26.2	14.2	4405	24.79	14.7
Senior	Higher-Order Learning	103	38.3	13.5	4417	37.53	13.3
	Reflective and Integrative Learning	104	39.8	10.6	4498	36.09	12.2
	Learning Strategies	96	33.2	13.7	4105	34.56	13.9
	Quantitative Reasoning	100	24.7	13.7	4391	26.53	15.6

Learning with Peers

Class	Engagement Indicator	KPE			UofT		
		N	Mean	S.D.*	N	Mean	S.D.*
1st Year	Collaborative Learning	96	36.3	14.1	4608	31.54	14.400
	Discussions with Diverse Others	84	42.7	14.5	4103	39.56	15.584
Senior	Collaborative Learning	105	37.4	13.1	4554	30.63	14.824
	Discussions with Diverse Others	96	42.8	13.6	4118	41.00	14.876

Experiences with Faculty

Class	Engagement Indicator	KPE			UofT		
		N	Mean	S.D.*	N	Mean	S.D.*
1st Year	Student-Faculty Interaction	91	12.4	13.9	4478	13.55	13.415
	Effective Teaching Practices	93	32.7	10.2	4485	34.09	12.334
Senior	Student-Faculty Interaction	100	19.3	16.1	4454	17.94	14.497
	Effective Teaching Practices	103	31.9	14.2	4447	34.34	12.586

Campus Environment

Class	Engagement Indicator	KPE			UofT		
		N	Mean	S.D.*	N	Mean	S.D.*
1st Year	Quality of Interactions	73	36.5	13.1	3437	36.68	13.341
	Supportive Environment	81	34.9	12.5	3928	30.24	13.289
Senior	Quality of Interactions	93	35.9	13.1	3711	36.16	12.723
	Supportive Environment	94	27.7	13.2	3977	24.91	12.592

* Standard Deviation

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." NSSE asks students about their participation in the six HIPs: Service-Learning, Learning Communities, Research with Faculty, Internship or Field Experience, Study abroad, and Culminating Senior Experience.

The tables below display the percentage of students who participated in High-Impact Practices. Both tables include participation in Service-Learning, a learning community, and research with faculty. The senior-year table also includes participation in an internship or field experience, study abroad, and culminating senior experience.

Number of high-impact practices for first-year students marked 'Done or in progress' (learncom, research) or 'All, Most, or Some' (servcourse)

		KPE		U of T	
		Freq.	%	Freq.	%
First Year	None	44	52.4	2162	52.6
	One	34	40.5	1690	41.1
	Two	5	6.0	236	5.7
	Three	1	1.2	20	0.5
	Total	84	100.0	4108	100.0

Number of high-impact practices for seniors marked 'Done or in progress' (learncom, research, intern, abroad, and capstone) or 'All, Most, or Some' (servcourse)

		KPE		U of T	
		Freq.	%	Freq.	%
Senior Year	None	7	7.2	976	23.6
	One	25	25.8	1128	27.3
	Two	39	40.2	892	21.6
	Three	16	16.5	623	15.1
	Four	9	9.3	360	8.7
	Five	1	1.0	121	2.9
	Six			35	0.8
	Total	97	100.0	4135	100.0

Post-Graduation Employability

In 2014, 88.5% of graduated kinesiology/recreation/physical education students from the University of Toronto and 90.8% kinesiology/recreation/physical education students from universities in Ontario had employment after 6 months. 97.7% of University of Toronto kinesiology/recreation/physical education graduates and 95.0% of Ontario university kinesiology/recreation/physical education graduates were employed after two years¹.

Employment prevalence for graduates of the undergraduate program, graduating class of 2013, at the University of Toronto and of similar programs for all Ontario universities, respectively, at 6 months and 2 years can be seen in the table below. Anecdotally we are aware that a large number of graduates of the B.Kin. program go on to pursue post-secondary graduate degrees in a range of programs, including doctoral-stream graduate studies and professional graduate studies in kinesiology, rehabilitation sciences,

¹ Data source: 2016-2017 Ontario University Graduate Survey.

medicine, education, and public health, as a few examples. This could be why the percent of B.Kin. graduate employed at 6 months and 2 years following graduation is below the provincial average for kinesiology students.

Table 21 Percent of kinesiology undergrad graduates employed after six months and two years from graduation at the University of Toronto and Ontario Universities, respectively.

Program	University of Toronto		Ontario Universities	
	6 months	2 years	6 months	2 years
Kin/Rec/PhysEd	86.4%	82.1%	90.5%	92.5%
Average of Listed Undergraduate Programs	85.0%	92.9%	87.0%	93.6%

Source: Ministry of Training, Colleges & Universities (MTCU): Universities' Key Performance Indicators

According to the University of Toronto Alumni Impact Survey conducted in 2017, 65% of KPE graduates work in educational services or health care and social assistance. Other areas in which alumni work included professional, scientific and technical services (9.5%), arts, entertainment and recreation (6.7%), finance and insurance (3.3%), public administration (2.9%) and administrative and support services (2.4%). Please see *Appendix 15 Alumni Impact Survey 2017* and *Appendix 16 Alumni Impact Survey KPE Divisional Results* for further details.

Student Funding & Awards

Domestic tuition from 2011-2012 to 2019-2020 for undergraduate students in the Bachelors of Kinesiology program by year entered is presented below. The detailed annual reports from where the data below was accessed can be found on the University of Toronto's [Office of Planning and Budgeting's website](#).

Table 22 Domestic B.Kin. tuition from 2011-2012 until 2019-2020.

B.Kin.	Year								
Entered	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
2008	5,372								
2009	5,398	5,613							
2010	5,424	5,640	5,809						
2011	5,450	5,668	5,838	6,010					
2012		5,695	5,865	6,040	6,220				
2013			5,865	6,040	6,220	6,400			
2014				6,040	6,220	6,400	6,590		
2015					6,220	6,400	6,590	6,780	
2016						6,400	6,590	6,780	6,100
2017							6,590	6,780	6,100
2018								6,780	6,100
2019									6,100

International tuition from 2011 to 2020 for undergraduate students in the Bachelors of Kinesiology program by year entered:

s

Table 23 International B.Kin. tuition from 2011-2012 until 2019-2020.

B.Kin.	Year								
Entered	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
2008	22,463								
2009	23,532	24,709							
2010	23,532	24,709	25,944						
2011	23,532	24,709	25,944	27,241					
2012		24,709	26,019	27,320	28,690				
2013			26,769	28,110	29,520	31,000			
2014				28,110	29,520	31,000	32,550		
2015					29,520	31,000	32,550	34,180	
2016						31,000	32,550	34,180	35,890
2017							32,550	34,180	35,890
2018								34,180	35,890
2019									35,890

There are several awards available to undergraduate students in the Faculty of Kinesiology and Physical Education. KPE awarded undergraduate students as follows:

Table 24 Undergraduate awards available and awarded in 2019.

Award Type	No. of Awards	Number of Students	Total Amount paid \$
Divisional Entrance	8	12	~36,800
Divisional renewable entrance	Varies depending on performance	Up to 6	Could go up to \$36,000
U of T Entrance	Varies	~15	Varies depending on award value
UofT In-Course	3	3	(\$4,500) paid by E.S.
Divisional Academic In-course	5	10-12	8714
Divisional In-Course Leadership	18	22	22,000
Faculty's Honor Society	Varies up to 10 each - in 2 nd , 3 rd and all graduating students with high honours	Varies	No cash value

Undergraduate students in KPE are consistently recognized in and outside the Faculty for their generous contributions to leadership on and off University of Toronto campus through, for example, Gordon Cressy Leadership Awards and KPE Dean's Leadership Awards.

Student Supports

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life Programs and Services, the academic division registrar offices, and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Students have access to comprehensive physical and mental health care on campus through [U of T Health and Wellness](#), including a medical clinic, travel medicine services, immunization, contraception and sexual health education. Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counselling services provided both by the health and wellness centre and the [Sexual Violence Prevention and Support Centre](#). In addition, a large number of wellness programs are provided, such as mindful meditation, workshops on coping skills and stress management.

Housing needs, including off-campus housing listings and resources for students living independently, are met through the [Student Housing Service](#).

Coaching and education in the development of key learning skills – from time management to overcoming exam anxiety – is provided through the [Academic Success Centre](#) (ASC). The ASC also partners with faculty to integrate success strategies and support into the curriculum, and KPE has an embedded Learning Strategist who provides appointments and ASC programming. During Winter 2019, KPE students made 22 appointments with the embedded Learning Strategist, and from September 2018 to April 2019, the Learning Strategist hosted 14 workshops with 56 registrants.

Students' career exploration and employment services are provided through a [Career Centre](#) offering resume and interview coaching, workshops, career resources, on and off-campus employment and volunteer listings, job shadowing, and career counseling. KPE has an embedded Career Educator with whom students made 47 appointments from September 2018 to April 2019. The Career Educator hosted 8 workshops with 105 registrants during the same time frame.

Specialized services are provided through the [Centre for International Experience](#) (orientation, advising, cross-cultural counselling for international students), [Accessibility Services](#) (academic accommodations, advising for students with a disability), [Family Care Office](#) (advising, resources, subsidized child care for students with children or other family responsibilities), [First Nations House](#) (academic support, financial counselling for Indigenous students) and [LGBTOUT](#) counselling for lesbian, gay, bisexual and transgender students (counselling, referrals, equity outreach and engagement).

Participation in campus life and experiential learning are facilitated through [Hart House](#) (clubs, committees, events), the [Centre for Community Partnerships](#) (service learning and volunteer opportunities in community settings), the [Multifaith Centre](#) (interfaith dialogue, events), and through [Clubs and Leadership Development](#) (leadership development, orientation, recognition and support for student groups, activities). Sport and recreational facilities and programs are provided to all students through both Hart House and the Faculty of Kinesiology and Physical Education.

The [University of Toronto Libraries](#) and library system is an unparalleled resource in the city of Toronto. It is the largest academic library in Canada and ranked the 6th largest research library in North America. The 2018 Library Report for the Faculty of Kinesiology and Physical Education can be found in ***Appendix 17 2018 KPE Library Report***.

In addition, the KPE registrar's office offers student support through the following portfolios: accessibility, health and wellness, career education, learning strategies, and academic advising. The Academic Advisor listens to and advises on all sorts of undergraduate student concerns, including guidance through administrative processes. From May 2018 to August 2018, students made 643 appointments with the Academic Advisor. There were another 643 appointments made with the Academic Advisor from September 2018 until April 2019. A breakdown of the themes addressed in each session and the frequencies with which they came up are found in the tables below. Course enrolment was discussed the most in advising appointments in all semesters, with goal planning and second entry preparation also appearing among the top three most frequent topics. See ***Appendix 18 Academic Advising*** for more detail on academic advising topics. In addition to individual appointments, through Winter 2019 there were six group advising sessions offered with a total of 69 students in attendance. From June to October 2018, the KPE Connect Peer-Mentor Program hosted 19 undergraduate student

volunteers who each provided weekly 18 newsletters (a total of 342 unique newsletters) to first year KPE students. The group's facebook group garnered 36 posts, 123 comments and 263 reactions.

The [Health Sciences Writing Centre](#) offers individual student writing instruction, support for writing development, writing resources and support for faculty to integrate writing into classes to build writing skills. Students from six health sciences Faculties (Dalla Lana School of Public Health, Dentistry, Nursing, Pharmacy/Pharmaceutical Sciences, Kinesiology and Physical Education and Social Work) may access the Writing Centre's services at six locations, each embedded in a respective member-Faculty. Services are offered Monday through Friday during the Fall, Winter and Spring/Summer terms.

Starting September 2019, the Health Sciences Writing Centre is launching the Academic Reading and e-Writing (ACReW) program for first year undergraduate Kinesiology and Physical Education students whereby students can gain writing instructor feedback on a short written summary submission.

KPE Stakeholder Perspectives

"KPE and Accessibility Services were very kind and accommodating when I had a concussion one term. One thing that many students need support with is mental health and health and wellness services. There are long wait lists to get an appointment with a counsellor and I've heard that it's difficult to build a relationship with a counsellor due to high turnover which has discouraged me from seeking out these supports."

- B.Kin. Student

Program Outreach & Promotion

The B.Kin. program has seen great success in increased enrolment of high quality students through commitment to its recruitment goals. A high quality B.Kin. student population is racially diverse, includes Indigenous students and achieves academically. The percentage of the total entering B.Kin. cohort coming from an Ontario high school with a GPA over 90% was 21% and 28% in 2018 and 2019 respectively.

Outreach and promotion plans for the B.Kin. include the following highlights:

- [SOAR](#) and other summer mentorship programs for recruiting Indigenous students;
- Developing relationships with identified feeder schools in the Greater Toronto Area, with schools prioritized based on racial diversity;
- Working with the communications office to promote the research, researchers, partnerships and programs at KPE;
- [Future KPE](#) social media campaigns;
- Increasing brand awareness and online presence through the [KPE website](#);
- Planning international recruitment and outreach initiatives (U.S.);

- Using student ambassadors for events and outreach, including a new initiative to chat online with prospective students and a successful initiative to call applicants to check in and see if there were any questions;
- Campus visits and events (e.g., [teacher/counsellor days](#), evening information sessions);
- Participating in off-campus recruitment fairs (e.g., Ontario Universities Fair)
- Continue personalized visit programs with coaches for athlete recruitment.

These strategies have proven part of the effective plan to continue to recruit for the B.Kin. program. Kinesiology continues to be one of the most competitive degrees on the market, offering both a challenge in differentiating KPE's program and an opportunity to continue strong recruitment.

Quality Monitoring & Enhancement

Several initiatives have been undertaken to enhance the quality of the B.Kin. program and the associated learning and teaching environment. These include the recent curriculum mapping project, the Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA) Accreditation Review (***Appendix 19 CCUPEKA Accreditation of Kinesiology Program & Appendix 20 CCUPEKA Accreditation of Physical Education Program***), outdoor projects review (***Appendix 21 Report of the Outdoor Projects Review***), and renewal of the undergraduate course evaluation process and questions (***Appendix 22 Online Course Evaluation Development***).

Less formal quality enhancement activities include professoriate brown bag lunches where teaching and learning discussions are facilitated on topics of interest (e.g., course design, grading, providing student feedback), and through teaching and learning related professional development (e.g., workshop on online/hybrid pedagogy).

KPE Stakeholder Perspectives

On a scale of 1-5, with a score of 5 being high quality and a score of 1 being low quality, on average B.Kin. Students ranked the quality of their educational experience as 3.92.

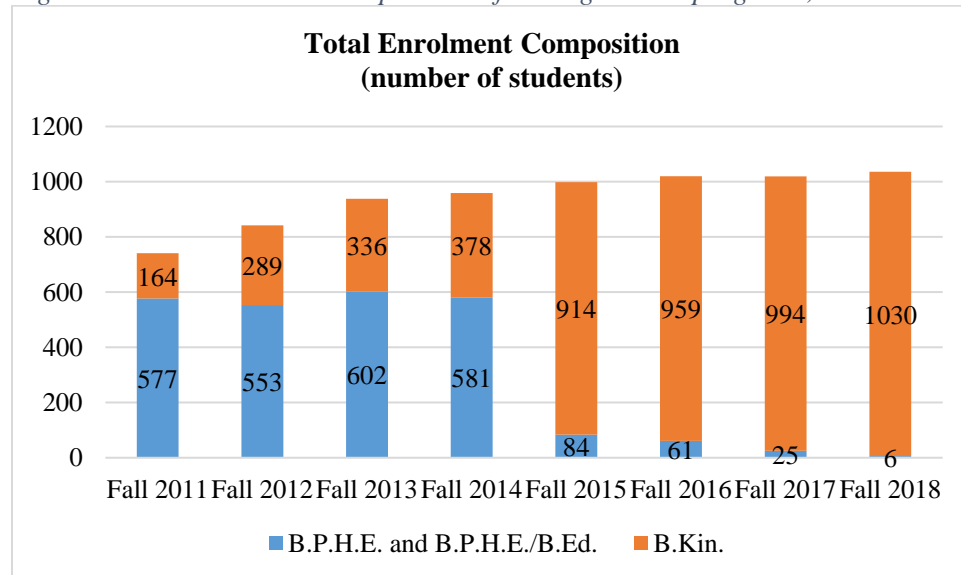
69% of B.Kin. Students agree that initiatives have been undertaken to enhance the quality of the program and the associated learning and teaching environment.

2.2 Bachelor of Physical and Health Education (B.P.H.E.)

The last year of admittance into the B.P.H.E. program was in 2015, and the program has officially been in abeyance since March 2015, after which time the Faculty transitioned to exclusively offering the Bachelor of Kinesiology (B.Kin.) program. The B.P.H.E. is intended to be closed in the near future. Unfortunately, given that this program is not currently active, no stakeholder perspectives are available to be presented.

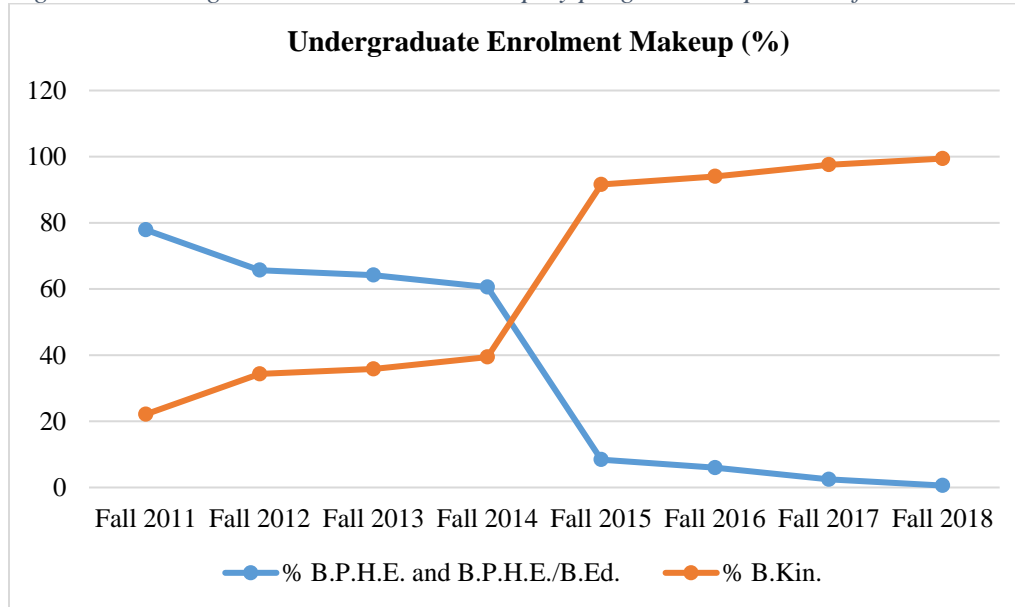
In September of 2010, the Faculty revised the curriculum of the B.P.H.E. degree program and introduced a new honours Bachelor's degree program in Kinesiology (B.Kin.). These changes were designed to position the Faculty more clearly in the changing landscape of its field to strengthen the preparation of future kinesiologists/health professionals as well as the preparation of future physical and health educators. It is helpful to note that the B.P.H.E. program went into abeyance because the B.Kin. program gained overwhelming popularity. Although the B.P.H.E. program declined in enrolment, from 577 students in 2011 to 6 student in 2018, there is overall enrolment growth due to the B.Kin. program. See the figures below for overall undergraduate enrolment trends from 2011-2018.

Figure 11 Total enrolment composition of undergraduate programs, 2011-2018.



These figures frame the decline of enrolment in the B.P.H.E. program.

Figure 12 Undergraduate enrolment makeup by program as a percent of total enrolment, 2011-2018.



2.2.1 Objectives

The Bachelor of Physical and Health Education (B.P.H.E.) degree program was a four year, course-based undergraduate program. Also aligned with the undergraduate degree outcomes set by the [Ontario Universities Council on Quality Assurance](#), including: 1) Depth and breadth of knowledge; 2) Knowledge of methodologies; 3) Application of knowledge; 4) Communication skills; 5) Awareness of limits of knowledge; and 6) Autonomy and professional capacity/autonomy, through the B.P.H.E. program, students could expect to:

- Acquire the skills and habits of critical thinking and research,
- Acquire knowledge relevant to the understanding of human physical activity and health in Canadian society,
- Maintain a high level of personal fitness and develop the knowledge and skills to promote physical activity as a means to good health,
- Develop the knowledge and skills of effective leadership in the broad field of physical and health education, and
- Develop the knowledge base and learning skills for continuing education.²

² B.P.H.E. objectives taken from: Faculty of Physical Education and Health (2009). Faculty of Physical Education and Health Undergraduate Program Calendar 2009-2010. *University of Toronto* [internal document].

2.3 Master of Professional Kinesiology (M.P.K.)

2.3.1 Objectives

The Master of Professional Kinesiology (M.P.K.) program is a course-based graduate program in the field of kinesiology. This full-time, 16-month program offers a mix of classroom, case-based, laboratory and experiential education. Graduates of this program acquire evidence-informed and multidisciplinary expertise to assess the unique needs of diverse populations so that cutting-edge interventions can be designed, implemented and evaluated. Special emphasis is placed on knowledge synthesis, and collaboration with interprofessional health-care teams, and conceptualizing future kinesiology practice.

This graduate program was developed on the heels of Ontario becoming the first province in Canada to regulate kinesiology as a health profession, at a time when there is continues to be a growing recognition of the value of physical activity for health and wellness across the lifespan along with and associated need for research-informed practice in kinesiology. The Masters of Professional Kinesiology (MPK) program was approved to commence by the Ontario Universities Council on Quality Assurance in 2015 and inducted its first cohort of students in 2016-2017. The first M.P.K. cohort completed the program requirements in December 2017 and convoked in the Spring of 2018. At the time the program was designed it was the first of its kind, with one other similar program launching in Ontario around the same time period and several similar programs now in existence. This program is now entering its 4th year.

The learning outcomes of the M.P.K. program align with the master's degree outcomes set by the [Ontario Universities Council on Quality Assurance](#), including: 1) Depth and breadth of knowledge; Research and scholarship; 3) Level of application of knowledge; 4) Professional capacity/autonomy; 5) Level of communication skills; and 6) Awareness of limits of knowledge. More specifically, in order to prepare M.P.K. students was the advanced-level knowledge, skills and experience to be leaders in the field of professional kinesiology, the M.P.K. program has twelve program learning outcomes (PLOs) and five core competencies.

Table 25 M.P.K. Program Learning Outcomes and Ontario Graduate Degree Level Expectations.

Graduate Ontario Degree Level Expectations	Program Learning Outcome(s)
1. Depth and breadth of knowledge	Advanced understanding of anatomy, exercise physiology, biomechanics and motor learning.
2. Research and scholarship	Evaluate current research in movement science.
3. Level of application of knowledge	Locate, critically evaluate and employ practice guidelines.
	Employ knowledge to prevent, manage and enhance health.
4. Professional capacity/autonomy	Advanced understanding of behavioural aspects of health, social and cultural influences and professional relations.
	Create management and intervention plans for client needs.
	Serve the needs of clients by providing evidence supported care (management, prevention, performance).
5. Level of communications skills	Synthesize and present knowledge as applied to Kinesiology services.
	Advance profession through developing, advancing, disseminating and exchanging knowledge about exercise.
	Receive information and feedback and present information and feedback to peers, field instructors, patients and health care organizations.
6. Awareness of limits of knowledge	Identify gaps in current knowledge and propose methods to address those gaps.
	Evaluate clinical programs and propose methods to improve.

The five program-specific competencies of the program are:

1. Assessment
2. Design
3. Implementation
4. Evaluation
5. Synthesize, translation and knowledge exchange

KPE Stakeholder Perspectives

“The objective of the M.P.K. program is to bridge the gap between research and practice. It’s a great objective because the practical component of our field is what’s missing the most after leaving an undergraduate Kinesiology program.”

- M.P.K. Student

“The M.P.K. program is a positive addition to KPE. What is great about the program is that it gives students another post-graduate pathway to achieve career goals in a health-related profession.”

- KPE Faculty Member

2.3.2 Admission Requirements

All M.P.K. graduate students are accepted under the General Regulations of the [School of Graduate Studies \(SGS\)](#) at the University of Toronto. Admission requirements can be found on the [Admission Requirements webpage](#). In order to be considered for the program, applicants to the M.P.K. must have a four-year bachelor's degree in Kinesiology, Physical Education, Human Kinetics or an equivalent degree, with a minimum B average in the final year. This requirement is important to ensure that M.P.K. students have the requisite background knowledge and experience to gain an advanced understanding of behavioural aspects of health, social and cultural influences and professional relations. It also aligns with the requirements for certification by the College of Kinesiologists of Ontario.

The application process requires prospective students to submit a resume, two letters of reference (at least one from an academic referee), a statement of intent and proof of proficiency in the English language from all applicants educated outside of Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. All materials are submitted through the online application website.

KPE Stakeholder Perspectives

“The admission requirements are appropriate. They work well for people coming from an undergraduate degree or coming back to school after working professionally in the field for a while. It's great that working experience is weighed significantly, because it's not always easy for professionals to give up their paying jobs to come back to school.”

- M.P.K. Student

2.3.3 Curriculum and Program Delivery

The 16-month course-based program provides an advanced level of research-informed educational and leadership experience in the field of professional kinesiology. The program consists of 14 courses (10.5 full-course equivalent credits) and 600 hours of professional practice (1.5 full-course equivalent credits) for a total of 12.0 full-course equivalent credits. All courses are mandatory for degree completion.

Courses

Full MPK course descriptions can be found on pages 6-9 in the [MPK Student Guide 2019-2020](#).

- ❖ MPK 3999H Introduction to Professional Kinesiology
- ❖ MPK 4000H Introduction to Human Movement in Professional Kinesiology
- ❖ MPK4001Y Clinical Assessment and Interventions
- ❖ MPK 4002Y Biophysical Assessment and Interventions

- ❖ MPK 4003Y Behavioural Assessment and Interventions
- ❖ MPK 4004Y Physical Culture, Health and Social Environments
- ❖ MPK 4005H Strength-Based Professional Practice
- ❖ MPK 4006H Interprofessional Practice
- ❖ MPK 4007H Practice Setting Considerations
- ❖ MPK 4008H Evidence-Supported Practice
- ❖ MPK 4009H Business of Kinesiology and Entrepreneurship
- ❖ MPK 4010H Professional Practice
- ❖ MPK 4012Y Capstone Project: Improving Kinesiology Practice
- ❖ MPK 4015H Practice and Program Evaluation
- ❖ MPK 8001H Placement 1
- ❖ MPK 8002H Placement 2
- ❖ MPK 8003H Placement 3

Figure 13 M.P.K. Program Schedule.

AUGUST 2019	September 2019	October 2019	November 2019	December 2019	WINTER BREAK	
MPK3999H (Aug 6 - Aug 30) Introduction to Professional Kinesiology	MPK4001Y (Sep 3 - Dec 20) Clinical Assessment and Interventions					
	MPK4002Y (Sep 3 - Dec 20) Biophysical Assessment and Interventions					
	MPK4007Y (Sep 3 - Dec 20) Practice Setting Considerations					
MPK4000H (Aug 6 - Aug 30) Introduction to Human Movement in Professional Kinesiology	MPK4008Y (Sep 3 - Oct 18) Evidence-Supported Practice	MPK4006H (Oct 28 - Dec 13) Interprofessional Practice				
	MPK4005H (Sep 3 - Dec 20) Strength-Based Professional Practice					
	MPK8001H (Sep 3 - Dec 13) Placement 1					
January 2020	February 2020	March 2020	April 2020	May 2020	SPRING BREAK	
MPK4003Y (Jan 6 - Mar 27) Behavioural Assessment and Interventions			MPK4010H (Apr 6 - May 29) Professional Practice			
MPK4004Y (Jan 6 - Mar 27) Physical Culture, Health and Social Environments						
MPK4007Y (Jan 6 - Mar 27) Practice Setting Considerations						
MPK4009H (Jan 6 - Mar 29) Business of Kinesiology and Entrepreneurship						
MPK8001H (Jan 6 - Mar 27) Placement 1			MPK8002H (Apr 6 - May 29) Placement 2			
MPK4015H (Jan 6 - Mar 27) Practice and Program Evaluation						
June 2020	July 2020	August 2020	September 2020	October 2020	November 2020	December 2020
MPK4010H (June 8 - July 31) Professional Practice		MPK4012Y (Aug - Dec) Capstone Project: Improving Kinesiology Practice				
MPK8003H (June 8 - July 31) Placement 3						

M.P.K. Curriculum Map

The M.P.K. program underwent a curriculum mapping process in 2018-2019. The mapping process involved speaking with each of the course instructors of the M.P.K. courses to discuss the content, delivery and assessment of course learning objectives and reviewing the course outline for each M.P.K. course. As a graduate-level program, the program learning outcomes are all taught at an advanced level. As such learning outcomes were analyzed based on the courses in which they are achieved, the mode of educational delivery and methods of learning assessment.

The curriculum map below illustrates the method of teaching used for each PLO in each course, categorized into ‘concrete experience (CE)’, ‘reflective observation (RO)’, ‘abstract conceptualization (AC)’ and ‘active experimentation (AE)’. The M.P.K. program is designed to engage students in concrete experiences and active experimentation right away, adding steady increases to practice as abstract conceptualization and reflective observation enhance learning over the program. The goal is to intentionally introduce all of the methods of teaching right away, and integrate and scaffold both course content and modes of educational delivery towards the end of the degree program.

M.P.K. Curriculum Maps Legend: PLOs, Modes of Delivery and Learning Assessments	
Symbol	Meaning
PLO1	Advanced understanding of anatomy, exercise physiology, biomechanics and motor learning.
PLO2	Advanced understanding of behavioural aspects of health, social and cultural influences and professional relations.
PLO3	Evaluate current research in movement science.
PLO4	Locate, critically evaluate and employ practice guidelines.
PLO5	Identify gaps in current knowledge and propose methods to address those gaps.
PLO6	Employ knowledge to prevent, manage and enhance health.
PLO7	Synthesize and present knowledge as applied to Kinesiology services.
PLO8	Create management and intervention plans for client needs.
PLO9	Evaluate clinical programs and propose methods to improve.
PLO10	Serve the needs of clients by providing evidence supported care (management, prevention, performance).
PLO11	Advance profession through developing, advancing, disseminating and exchanging knowledge about exercise.
PLO12	Receive information and feedback and to present information and feedback to peers, field instructors, patients and health care organizations.
CE	Concrete experience
RO	Reflective observation
AC	Abstract conceptualization
AE	Active experiment
W	Written
V	Verbal
P	Practice

Figure 14 M.P.K. curriculum map, 2019: mode of delivery of program learning outcomes.

PROGRAM LEARNING OUTCOMES	PHASE 1		PHASE 2										PHASE 3					PHASE 4				
	Code	A U G	Code	S E P T	O C T	N O V	D E C	Code	J A N	F E B	M A R	Code	A P R	M A Y	J U N	J U L	Code	A U G	S E P T	O C T	N O V	
PLO1	3999		4001	CE AC				4003				4010					4012					
	4000		4002	CE AC				4004														
			4005					4015														
			4006					4009														
			4007					4007														
			4008																			
			8001					8001				8002/3										
PLO2	3999		4001					4003	AC			4010					4012					
	4000		4002					4004	CE AC													
			4005					4015														
			4006					4009														
			4007					4007														
			4008																			
			8001					8001				8002/3										
PLO3	3999		4001	AC				4003	AC			4010					4012	CE AC				
	4000		4002	AC				4004	AC													
			4005	CE AE AC				4015														
			4006					4009														
			4007	AC				4007	AC													
			4008	CE AC																		
			8001					8001				8002/3										
PLO4	3999		4001	AC				4003	AC			4010					4012	CE AC				
	4000		4002	CE AC				4004														
			4005					4015														
			4006					4009														
			4007	AC				4007	AC													
			4008	CE AC																		
			8001					8001				8002/3										
PLO5	3999		4001					4003	AC			4010					4012	CE AC				
	4000		4002	AC				4004	AC													
			4005	AC				4015														
			4006					4009														
			4007					4007														
			4008																			
			8001					8001				8002/3										
PLO6	3999	CE RO AE AC	4001	AC				4003	CE RO AE AC			4010					4012	CE AE AC				
	4000	CE RO AE AC	4002	AC				4004	CE AE AC													
			4005	CE AE AC				4015														
			4006					4009														

PROGRAM LEARNING OUTCOMES	PHASE 1		PHASE 2							PHASE 3				PHASE 4								
	Code	A U G	Code	S E P T	O C T	N O V	D E C	Code	J A N	F E B	M A R	Code	A P R	M A Y	J U N	J U L	Code	A U G	S E P T	O C T	N O V	
			4007	CE RO AE AC				4007	CE RO AE AC													
			4008																			
			8001	CE RO AE AC				8001	CE RO AE AC			8002/3	CE RO AE AC									
PLO7	3999		4001	AC				4003	CE RO AE AC			4010							4012	CE AE AC		
	4000	CE AE AC	4002	AC				4004	CE AE													
			4005	CE AE AC				4015														
			4006	CE AE AC				4009														
			4007	CE RO AE AC				4007	CE RO AE AC													
			4008																			
			8001					8001				8002/3										
PLO8	3999		4001					4003	CE AC			4010							4012	CE AE AC		
	4000	CE AE AC	4002	CE AC				4004	CE AE AC													
			4005	CE AE AC				4015														
			4006					4009														
			4007	CE RO AE AC				4007	CE RO AE AC													
			4008																			
			8001	CE RO AE AC				8001	CE RO AE AC			8002/3	CE RO AE AC									
PLO9	3999		4001					4003				4010							4012	CE AE AC		
	4000	CE AC	4002					4004														
			4005	AC				4015	AC AE													
			4006					4009														
			4007	RO				4007	RO													
			4008																			
			8001					8001				8002/3										
PLO10	3999		4001					4003				4010							4012			
	4000	CE AE	4002					4004														
			4005					4015														
			4006					4009														
			4007	CE RO AE AC				4007	CE RO AE AC													
			4008																			
			8001	CE RO AE AC				8001	CE RO AE AC			8002/3	CE RO AE AC									
PLO11	3999	CE RO AE AC	4001				4003				4010							4012	CE AE AC			
	4000	CE RO AE AC	4002				4004															

PROGRAM LEARNING OUTCOMES	PHASE 1		PHASE 2						PHASE 3					PHASE 4								
	Code	A U G	Code	S E P T	O C T	N O V	D E C	Code	J A N	F E B	M A R	Code	A P R	M A Y	J U N	J U L	Code	A U G	S E P T	O C T	N O V	
			4005	CE AC				4015	AC AE													
			4006	CE AC				4009														
			4007	RO				4007	RO													
			4008					8001														
			8001				8002/3															
PLO12	3999 4000	CE RO AE AC	4001				4003	CE RO AE AC			4010	AC			4012	AC						
		CE RO AE AC	4002					4004														
			4005	CE RO AE AC			4015	AC AE														
			4006	CE RO AE AC			4009	CE AE														
			4007	CE RO AE AC			4007	CE RO AE AC														
			4008																			
			8001	CE RO AE AC			8001	CE RO AE AC							8002/3	CE RO AE AC						

Curricular Innovation

- Structured Experiential Learning Opportunities (SELOs):** As a part of the M.P.K. curriculum development an internal placement program - termed structured experiential learning opportunities (SELOs) was developed that leverages the integrated nature of the Faculty and aligns with the Faculty's strategic plan to build enhanced intersections between education, research, and opportunities for physical activity participation.

SELOs were intentionally designed to occur over an 8 month period and run alongside the students' other academic courses to afford the ability to more strategically link the students' practice experience with the broader M.P.K. curriculum and at multiple points and intersections with other courses. In the SELOs, M.P.K. students gain hands-on kinesiology experience in KPE programming working directly with clients in one of the areas of: high performance sport, chronic disease and mental health, children and youth, and musculoskeletal health and concussion. Through these SELOs, new kinesiology programs were developed within the Faculty that provide the M.P.K. students with a unique practice experience in the field of kinesiology, opportunities to work directly with clients in the provision of exercise assessment, design, implementation and evaluation, and experience using leading edge empirically informed practices and techniques.

This model for practice is unique and different than traditional placements where students are paired with a mentor and given an opportunity to observe, assist and practice as appropriate in a

selected career path. Instead, in this SELO model, key practice areas and community needs were identified and for each area a working group comprised of faculty and staff with diverse research and programmatic expertise was formed and worked together to create new empirically informed physical activity programs to be facilitated by the M.P.K. students in the Faculty.

As one example, the physical activity program developed for the children and youth SELO is S.M.I.L.E. (Sensory Motor Instructional Leadership Experience). This is an innovative 12-week physical activity program that is intended to provide children and youth with varying ability levels a unique opportunity to participate in group physical activity programming. Each child is paired one-to-one with an M.P.K. student to participate in adapted programming for physical literacy and fundamental movement skill development. As a part of the program a team of researchers will be evaluating program effectiveness and using participant data (with assent and consent) to inform broader research questions on adapted physical activity. The program is being delivered in partnership with Clinton Street Public School (TDSB) and Surrey Place Centre – community organizations with students/clientele that would benefit from participation in S.M.I.L.E.

This SELO model is unique and optimizes the MPK practice experience, translates and contributes to research conducted in the Faculty, and enhances the engagement of the Faculty with the broader community providing much needed programming and services to community members, including underserved populations such as persons with mental health challenges, chronic disease, and children with disabilities, as well as populations that are not easily accessible for practice (i.e., high performance athletes). In the M.P.K. Graduate Survey (2019), 93.4% of respondents said the SELO placement was helpful or very helpful to prepare them for their professional career.

- **Interprofessional Education:** M.P.K. students participate in interprofessional education (IPE) sessions throughout the year with health-care students from other programs. Students are required to complete a minimum of six IPE activities and have the opportunity to take as many IPE activities of interest offered through the [Centre for Interprofessional Education](#). Interested students also have the opportunity to complete an [Interprofessional Health Arts & Humanities Certificate Program](#).

Learning Beyond the Classroom

A defining feature of the M.P.K. is the 600 hours of practice spread across three distinct placement experiences.

- Placement 1: KPE Structured Experiential Learning Opportunity (September to March)
- Placement 2: Community Partner Placement (April to May)
- Placement 3: Community Partner Placement (June to July)

Placement 1 is a part-time placement which requires a minimum of 120 practice hours and runs from September to the end of March of students' first year. There are four areas of practice for the first placement: (1) high performance sport, (2) children and youth, (3) chronic disease and mental health, (4)

musculoskeletal health and concussion. Students choose one of the four areas and take part in structured programming where they gain experience working directly with clients. Placement 1 directly relates to some of the theoretical materials taught in semester one and two courses and offers an opportunity for students to put some theoretical concepts to practice.

Placements 2 and 3 are full-time placements which each require a minimum of 240 hours and a maximum of 320 hours. Placement 2 occurs from the beginning of April until the end of May, and Placement 3 runs from the beginning of June until the beginning of August (with a brief break between placements). Graduate administrators work with MPK students via a student ranking system to match students with their individual placement in a clinic, hospital, innovative enterprise, or sport and community organization. The placements are complemented by an online course which includes assignments, discussion, and reflection papers.

Placement sites are diverse in target populations, geography (within the Greater Toronto Area) and kind of practice. For more information on the specific M.P.K. placements including lists of previous placement sites, assessment of learning in the placement setting and mentors resources for supporting student learning and development, see ***Appendix 23 M.P.K. 2018 Quality Council Report***.

KPE Stakeholder Perspectives

“The placements pushed me to look at things as a leader. The experience taught me to be professional, be responsible for my own learning, and work independently. I now feel empowered to come up with my own creative solutions in the workplace.”

- M.P.K. Student

86.6% of respondents in the M.P.K. Graduate Survey (2019) reported the community placements as being helpful or very helpful curricular components in preparing them for a professional career.

2.3.4 Assessment of Learning

In the M.P.K. program, assessment of student learning occurs at both the course and program level. At the course level, learning assessments are set by the course instructor and include a breadth of written, verbal and practical assessments. The curriculum map below shows the learning assessment techniques used in each course to assess achievement of the course and program learning outcomes. The three assessment technique categories are documents as ‘written (W)’, ‘verbal (V)’ and ‘practice (P)’.

Figure 15 M.P.K. curriculum map, 2019: learning assessments for program learning outcomes.

	PHASE 1		PHASE 2							PHASE 3					PHASE 4						
PROGRAM LEARNING OUTCOMES	Code	A U G	Code	S E P T	O C T	N O V	D E C	Code	J A N	F E B	M A R	Code	A P R	M A Y	J U N	J U L	Code	A U G	S E P T	O C T	N O V
PLO1	3999		4001	W				4003				4010					4012				
	4000		4002	W				4004													
			4005					4015													
			4006					4009													
			4007					4007													
			4008																		
			8001					8001				8002/3									
PLO2	3999		4001					4003	W V			4010					4012				
	4000		4002					4004	W												
			4005					4015													
			4006					4009													
			4007					4007													
			4008																		
			8001					8001				8002/3									
PLO3	3999		4001	W				4003	W			4010					4012	W			
	4000		4002	W V				4004													
			4005	V				4015													
			4006					4009													
			4007	W V				4007	W V												
			4008	W V																	
			8001					8001				8002/3									
PLO4	3999		4001	W				4003	W			4010					4012	W			
	4000		4002	W				4004													
			4005					4015													
			4006					4009													
			4007	W P				4007	W P												
			4008	W																	
			8001					8001				8002/3									
PLO5	3999		4001					4003	W			4010					4012	W V			
	4000		4002	W V				4004	W												
			4005	V				4015													
			4006					4009													
			4007					4007													
			4008																		
			8001					8001				8002/3									
PLO6	3999	P	4001	W				4003	W V			4010					4012	W			
	4000	P	4002	W P				4004	W												
			4005	V P				4015													
			4006					4009													
			4007	W P				4007	W P												
			4008																		
			8001	P				8001	P			8002/3	P								
PLO7	3999		4001	W				4003	W V			4010					4012	W V			
	4000	P	4002	W P				4004	W												

	PHASE 1		PHASE 2									PHASE 3					PHASE 4				
PROGRAM LEARNING OUTCOMES	Code	AUG	Code	SEPT	OCT	NOV	DEC	Code	JAN	FEB	MAR	Code	APR	MAY	JUN	JUL	Code	AUG	SEPT	OCT	NOV
			4005	P				4015				8002/3					4012				
			4006	W V				4009													
			4007	W P				4007	W P												
			4008																		
			8001					8001													
PLO8	3999 4000		4001					4003	W V			4010					4012	W			
		P	4002	W V P				4004	W												
			4005	V P				4015													
			4006					4009													
			4007	W P				4007	W P												
			4008																		
			8001	P				8001	P				8002/3	P							
PLO9	3999 4000		4001					4003				4010					4012	W			
		P	4002					4004													
			4005	P				4015	W												
			4006					4009													
			4007	P				4007													
			4008																		
			8001					8001					8002/3								
PLO10	3999 4000		4001					4003				4010					4012				
		P	4002					4004													
			4005					4015													
			4006					4009													
			4007	W P				4007	W P												
			4008																		
			8001	P				8001	P				8002/3	P							
PLO11	3999 4000	P	4001					4003				4010					4012	W V			
		P	4002					4004													
			4005	V P				4015	W												
			4006	W V P				4009													
			4007	V				4007	V												
			4008																		
			8001					8001					8002/3								
PLO12	3999 4000	P	4001					4003	W V P			4010	W				4012	W V			
		P	4002					4004													
			4005	V P				4015	W												
			4006	W V P				4009	V												
			4007	W P				4007	W P												
			4008																		
			8001	P				8001	P				8002/3	P							

As the cumulative learning assessment, the Capstone project spans the last four months of the M.P.K. program (from August until the end of December; the final semester of the program). For this project, students are expected to draw from their learning across all other M.P.K. course and placement experiences. Students are asked to bring together the research, assessment, intervention, analysis and

communication skills acquired throughout the program in order to develop a plan to improve kinesiology practice (for example, through introducing a new approach for an established area, proposing a plan for a program of practice, or improving implementation of known best practices). Final capstone projects are presented at an annual M.P.K. Capstone day. See *Appendix 24 2018 M.P.K. Capstone Brochure* for a list of student capstone projects.

KPE Stakeholder Perspectives

“Practical assessments are most effective in this program since the intention is to send students out into the field. It is important that we can demonstrate our ability to bridge evidence to practice. More traditional modes of assessment such as multiple choice testing are less appropriate.”

- M.P.K. Student

2.3.5 Quality Indicators & Quality Enhancement

Quality of Applicants and Admitted Students

Since the launch of the M.P.K. program we have seen a steady increase in the number of students enrolled in the program, but have not yet hit our target of 40 students per cohort. Some of this is attributed to unknown conversion rates and ongoing trial and error to know how many offers of admission to extend to account for last minute declines. As well, we saw a decline in applications in 2019, most likely due to a lack of targeted M.P.K. recruitment efforts, in particular, participation in Ontario Graduate Fairs, which will resume in Fall 2019. As of September 2019, there are 32 students enrolled in the first year cohort of the M.P.K. program, including 3 international students, which is down from 40 students enrolled in the M.P.K. program in the Fall of 2018 (36 domestic; 4 international).

Figure 16 M.P.K. applications, offers and registrations, 2010-2011 to 2017-2018.



*Table 26 MPK applications, offers and registrations, 2010-2011 to 2017-2018.***Applications, Offers and Registrations**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Applications							94	80
Offers							65	60
New Registrants							31	32

Source: ROSI using screen 4BEG.

Offer Rate - Professional Master's Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Prof. Kinesiology (MPK)							69.1%	75.0%
Division IV Life Sciences	25.6%	25.7%	26.7%	25.5%	26.5%	26.7%	29.3%	26.5%
U of T	38.6%	38.8%	38.7%	39.3%	39.5%	40.0%	40.1%	37.7%

'Offer rate' calculated by dividing the number of offers by the number of applications for a given academic year.

Acceptance Rate - Professional Master's Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Prof. Kinesiology (MPK)							47.7%	53.3%
Division IV Life Sciences	66.7%	64.6%	63.0%	65.0%	68.4%	63.6%	63.9%	67.7%
U of T	63.2%	61.5%	62.4%	61.1%	59.8%	59.1%	57.6%	56.9%

'Acceptance rate' calculated by dividing the number of new registrants by the number of offers made for a given academic year.

Student Completion Rates and Time to Completion

In the first two years of the program, 96.83% of students completed (61 students completed of 63 students admitted) the program within the sixteen months.

Table 27 MPK completion rates, 2016 to 2019.

MPK Cohort	Number of Students admitted (who have at least one course on their record)	Number of Student who continued into the summer session	Number of Students admitted who completed their degree	% of Students admitted who completed their degree	% of Students admitted who did not complete the degree	Average time to graduate (years)¹
2016	31	31	31	100	0	2
2017	32	30	30	93.75	6.25	2
2018	38	38	tbd	tbd	tbd	tbd
2019	32	tbd	tbd	tbd	tbd	tbd
Averages (2016-2017)²	31.5	30.5	30.5	96.875	3.125	2

1. The second year semester is rounded up to two years as MPK graduates convocate in June of their second year despite finishing the program work in the December prior.

2. Averages only include 2016 and 2017 as those are the only two graduated classes with complete data sets.

Quality of Teaching & Educational Experience

The following table shows the percentages of courses taught by full-time continuing status faculty (tenure-stream and teaching-stream) from 2016-2017, 2017-2018, 2018-2019 and 2019-2020. Note that in the M.P.K. some courses are deliberately taught by sessional lecturers in order to give the students the opportunity to learn from current practitioners in the community. Please see the table below for the number and percentage of courses taught by internal continuing faculty, weighted for time spent in the course (a more accurate representation than each course holding equal weight due to the timing of the M.P.K. curriculum).

Table 28 MPK internal teaching, weighted by course, 2016-2017 to 2019-2020.

	# courses	# internal	# other	% internal
2016-17 (Fall/Winter)	11	7	4	63.64
2017 (Spring/Summer)	4	2	2	50.00
2017-18 (Fall/Winter)	14	12	2	85.71
2018 (Spring/Summer)	3	2	1	66.67
2018-19 (Fall/Winter)	14	12	2	85.71
2019 (Spring/Summer)	3	2	1	66.67
2019-20 (Fall/Winter)	14	10	4	71.43

Post-Graduation Employability

As we approach the two year mark of the first class's graduation, the first survey on M.P.K. employment was administered in summer 2019 via the M.P.K. Graduate Survey (*Appendix 25*). Out of the two cohorts of M.P.K. graduates, the respondent size (n=15; response rate of 21%) illuminates positive employment trends. According to the survey results, two thirds of graduates are registered kinesiologists. 53.3% are employed full-time and 26.7% are in additional educational programs. Of those employed, half work in a clinical setting, while the remaining half work in performance and other workplaces. Of all those who work full-time, regardless of work setting, 75% are service providers.

As the graduated cohort becomes bigger, more meaningful employment data will accrue. The indicators of six month employment and two year employment will be collected henceforth to inform programming and offer comparison. Anecdotally, the program administrators have heard from graduates who are seeking and gaining employment across the country.

Overall, according to the M.P.K. Graduate Survey (2019), most graduates (86.7%) would recommend or highly recommend the M.P.K. program to others interested in pursuing a professional kinesiology career.

KPE Stakeholder Perspectives

"The program helps differentiate you from the average Kinesiology graduate. You're becoming current with the literature and its applications to the field. In my own experience as a physical education teacher, the MPK program prepared me well to move into curriculum development based work and had an impact on me getting a job."

- M.P.K. Student

86.6% of M.P.K. graduate respondents in the M.P.K. Graduate Survey (2019) said the M.P.K. program was helpful or very helpful in preparing them for a career as a professional.

Student Funding & Awards

Tuition for domestic and international M.P.K. students can be found in the tables below. The detailed annual reports from where the data are from can be found on the University of Toronto's [Office of Planning and Budgeting's website](#). The M.P.K. program's first intake was in September of 2016.

Table 29 MPK domestic and international tuition fees, 2016-2017 to 2019-2020.

Professional Masters Tuition Fees (CDN \$)				
	Year			
Status	2016-2017	2017-2018	2018-2019	2019-2020*
Domestic	10,650	11,180	11,730	10,550
International	28,320	29,740	31,230	32,790

*Projected figure as of May 2019.

M.P.K. students pay tuition plus ancillary fees. As is typical for professional masters programs, M.P.K. students are not funded by the Faculty of Kinesiology and Physical Education. M.P.K. students may apply for the provincial Ontario Graduate Scholarship. No M.P.K. students have applied for (nor received) external funding to-date.

Student Supports

M.P.K. students are housed mainly in the M.P.K. classroom space in the Athletic Centre. Formerly the home of the MacIntosh Sports Medicine Clinic, the space was renovated in 2015-2016 to create a modern classroom, clinic/lab and M.P.K. student lounge space. M.P.K. students also use other Faculty of Kinesiology and Physical Education buildings for placements and recreation, including the Goldring Centre for High Performance Sport and Varsity Centre.

M.P.K. students have access to all [Graduate Student Services](#) available through the School of Graduate Studies, including accessibility, campus life, conflict resolution, equity & diversity, family resources, health and safety, international, IT services, library services, and transportation and parking.

The Faculty of Kinesiology and Physical Education offers further embedded services specifically for KPE students including the [Health Sciences Writing Centre](#), Academic Success, Career planning, Accessibility services, and Health & Wellness Counselling. This is in addition to day-to-day support provided by the graduate program coordinators in the [KPE Registrar's Office](#).

Exclusively for M.P.K., professional development workshops are also offered throughout the year. See *Appendix 26 M.P.K. Professional Development Workshops 2018-2019*.

Program Outreach & Promotion

The M.P.K. is a unique program which offers similarly unique promotional opportunities and challenges. As a new program, there is a general lack of awareness about the degree. Conversely, the program is responding to demands of prospective students amidst the professionalization and regulation of kinesiology and desires for advanced-level professional education and practice-based graduate education in the field kinesiology.

Communication is a key part of the M.P.K. program outreach and promotion practices and plans. The M.P.K. is promoted through graduate student ambassadors, the M.P.K. website, open houses and

university school fairs (especially in Ontario). There is also currently a conversion event in May to encourage students with offers to accept. Social media and targeted ads (on Facebook, LinkedIn and Instagram, for example) are also currently used for M.P.K. outreach and promotion.

2.4 Exercise Sciences, Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.)

2.4.1 Objectives

In the Graduate Department of Exercise Sciences Master of Science (M.Sc.) and Doctoral (Ph.D.) students carry out thesis focused programs of study across three disciplinary areas of study: behavioural, biophysical and physical cultural. Both the M.Sc. and Ph.D. programs are designed to enhance the students' understanding of the ongoing interactions between health and physical activity while strengthening their ability to perform independent research that will significantly advance their knowledge of specific aspects of exercise sciences.

The learning outcomes of the M.Sc. and Ph.D. programs align with the master's and doctoral degree outcomes set by the [Ontario Universities Council on Quality Assurance](#), including: 1) Depth and breadth of knowledge; Research and scholarship; 3) Level of application of knowledge; 4) Professional capacity/autonomy; 5) Level of communication skills; and 6) Awareness of limits of knowledge.

Master's students are expected to develop a systematic understanding and critical awareness of current questions and new insights at the forefront of Exercise Sciences. They develop a conceptual understanding and methodological capacity to undertake research and interpret findings in an aspect of Exercise Sciences. That process is informed by the ability to critically evaluate current research. As a product of those abilities and practice in scholarly writing, the student produces a written document outlining the rationale for developing a research question, the process of gathering information, an interpretation of the findings and a discussion of their implications. The students are expected to be able to orally communicate ideas, issues and conclusions. The Master's graduate should be able to apply these abilities to new questions within the domains of Exercise Sciences studied.

Doctoral graduates are expected to be able to achieve an advanced understanding of knowledge at the forefront of a domain of Exercise Sciences. Similar to M.Sc. graduates they will have the research skills to undertake research but at an advanced level and to lead research and make original contributions to knowledge.

In order to support the students' degree completion and prepare M.Sc. and Ph.D. students for success post-graduation, the M.Sc. and Ph.D. programs have sixteen transferable core competencies.

Table 30 Research Graduate Degree Core Competencies and the Ontario Graduate Degree Level Expectations.

Graduate Ontario Degree Level Expectations	Core Competency(ies)
1. Depth and breadth of knowledge	content knowledge
2. Research and scholarship	critical inquiry and research
	research independence
	creativity
3. Level of application of knowledge	critical appraisal and synthesis
4. Professional capacity/autonomy	problem solving
	leadership
	professionalism
	openness to different perspectives and scholarly respect
	intercultural literacy and social inclusion
	management skills
	adaptability and resilience
5. Level of communications skills	oral communication
	written communication
6. Awareness of limits of knowledge	ethical engagement
	openness to learning

KPE Stakeholder Perspectives

“The objective in the M.Sc. Program is to understand the research process. In the Ph.D. program, the objective is to acquire more skills in areas such as teaching, building a lab, high-level research, and specializing in an area of interest. Ultimately, I am learning to multitask, and regardless of whether my career takes me to academia or not, these are all transferable skills that I can take with me. So I think the objective is useful and can be used in different ways depending on the student’s career goals.”

- Ph.D. Student

“The Ph.D. is a good program. It’s achieving the broad goals of establishing independent researchers, but the mechanism and efficiency envisioned of the program could be reconsidered. A further increase in flexibility and decrease in time-to-completion is necessary and strides can be made to make our Ph.D. graduates more employable across diverse areas of employment.”

- KPE Faculty Member

2.4.2 Admission Requirements

Admission requirements for the **M.Sc. program** are as follows (from [MSc Admission Requirements webpage](#), 2019):

- Appropriate bachelor’s degree in Bachelor of Physical and Health Education, Bachelor of Kinesiology or its equivalent from the University of Toronto or from another recognized university.
- A background in physical education and health or a discipline compatible with research interests and the interdisciplinary nature of our Faculty is preferred.
- An academic standing equivalent of a University of Toronto B+ (76-79%) in the last five full-course equivalents of relevant, senior-level courses.
- English language requirements must be met.

Prospective students apply online with two letter of reference, a Statement of Interest, a current curriculum vitae, two samples of scholarly writing and proof of English language proficiency, if applicable.

Program admission requirements for the **Ph.D. program** in Exercise Sciences are as follows ([PhD Admission Requirements webpage](#), 2019):

- A master’s degree from the University of Toronto, or a recognized university. Formal graduate training in exercise sciences is preferred.
- Successfully defended a thesis at a recognized university.
- An academic standing equivalent of a University of Toronto A- (80-84%) in the master’s degree completed.

- Sought out a potential supervisor from our Faculty. No applicant will be admitted to the program regardless of academic standing unless they have a supervisor. A supervisor is not required at the time of application, but applicants are encouraged to begin their search early.
- Meet English language requirements.

Prospective students apply online by submitting two letter of reference, a Statement of Interest, a current curriculum vitae, two samples of scholarly writing, proof of English language proficiency (if applicable) and one copy of transcripts from all post-secondary institutions attended.

There is no direct entry option to the doctoral program. Occasionally, master's students may be invited by their supervisor to transfer into a doctoral program (similar to 'direct entry' programs). This option has been on pilot in the Department of Exercise Sciences.

KPE Stakeholder Perspectives

"As an international applicant to the Ph.D. program, I found it challenging to find a supervisor. It was hard to get into contact with faculty by phone or e-mail, whereas existing U of T students have a much easier time because they have already cultivated relationships with faculty members in their B. Kin. and/or M.Sc. degrees."

- Ph.D. Student

"I think the admission requirements are appropriate and the significance that is placed on finding a supervisor is important to the M.Sc. and Ph.D. programs. There isn't much hand-holding in graduate school, so it is important for applicants to show they are passionate about their interest areas and determined to make connections with faculty. It speaks to the skills you need as a researcher."

- Ph.D. Student

2.4.3 Curriculum and Program Delivery

Master of Science (M.Sc.)

The M.Sc. in Exercise Sciences is designed as a two-year (maximum five years to completion), full-time program involving a combination of coursework and original research. It is the intent of the program to broaden the students' understanding of the various interdisciplinary aspects of the exercise sciences as well as to provide them with the necessary scholarly and technical research skills so that they may pursue a high quality research project. The research project will culminate in the presentation of a formal written thesis and oral defence.

The **M.Sc. Course Requirements** are:

- 0.5 Full Course Equivalent (FCE) in Exercise Sciences
- 0.5 FCE Statistics or Methodology course (in Exercise Sciences or other department)
- 1.0 FCE from Exercise Sciences or another department
- SRM3335H Graduate Seminar Course (attendance required in all Graduate Seminars)

Additional M.Sc. Requirements:

1. A thesis proposal written under the supervision of a thesis committee and its oral defence before an examination committee.
2. An original thesis written under the supervision of a thesis committee and its oral defence before an examination committee.
3. Annual meeting of student and supervisory committee.

The recommended program milestones pathway for the M.Sc. program, as cited in the [Graduate Handbook, 2018-2019](#), is:

Figure 17 Recommended milestone timeline for M.Sc. program.

Milestone*	Dates
Complete one course	January 31 of Year 1
Committee established	January 31 of Year 1
Completion of two courses	May 31 of Year 1
First committee meeting	May 31 of Year 1
Proposal defended	August 31 of Year 1
All courses completed	January 31 of Year 2
Second committee meeting	May 31 of Year 2
Final defence	By August 31 of Year 2

Doctor of Philosophy (Ph.D.)

The Ph.D. program is designed as a four-year program (maximum time to completion is 6 years) involving a combination of coursework, written and oral comprehensive examinations, and original research. Students are encouraged to develop a program of study that will enhance their basic understanding of critical areas within exercise sciences and have a direct impact on their research program. Ph.D. students are also expected to further develop their scholarly and technical research skills so that they may pursue a high quality research project. This research project will culminate in the presentation of a major formal written dissertation and an internal and external defence of their research.

The **Ph.D. Course Requirements** (as of September 2013) are:

- 1.0 FCE from Exercise Sciences or another department
- 0.5 FCE Statistics or Methodology course (in Exercise Sciences or other department)
- SRM3335H Graduate Seminar Course (attendance required in all Graduate Seminars)

Additional Ph.D. Requirements:

1. Written and Oral Comprehensive Examinations.
2. A thesis proposal written under the supervision of a thesis committee and its oral defence before an examination committee.
3. Internal (departmental) defence of an original thesis written under the supervision of a thesis committee and its oral defence before an examination committee.
4. Final Oral Exam (defence) of an original thesis written under the supervision of a thesis committee and its oral defence before an examination committee.
5. Annual meeting of student and supervisory committee.

Doctoral students must have completed all degree requirements exclusive of thesis defence (courses and comprehensive exam and proposal defence) by June 30 of their second year in order to continue in the PhD program and achieve PhD candidacy.

The recommended program milestones pathway for the Ph.D. program, as cited in the [Graduate Handbook, 2018-2019](#), is:

Figure 18 Recommended milestone timeline for Ph.D. program.

Milestones *	Dates
Complete one course	January 31 of Year 1
Committee established	January 31 of Year 1
Completion of two courses	May 31 of Year 1
First committee meeting	May 31 of Year 1
Reading lists submitted and approved	August 31 of Year 1
Comprehensive exams completed	January 31 of Year 2
All courses completed	January 31 of Year 2
Second committee meeting	May 31 of Year 2
Proposal defence	June 30 of Year 2
Senate defence	August 31 of Year 4

See the [Graduate Handbook, 2018-2019](#) for more information on the comprehensive examination process and Ph.D. requirements prior to 2013.

Courses

Full EXS course descriptions can be found on pages 5-6 in the [EXS Student Handbook 2018-2019](#).

- ❖ EXS 1150H Safeguarding Youth in Sport
- ❖ EXS 1152H Psychological Issues in Sport-Related Concussion
- ❖ EXS 5503H Adaptations to Habitual Activity
- ❖ EXS 5505H Neuromotor Behaviour
- ❖ EXS 5508H Cardiovascular Disease & Exercise
- ❖ EXS 5009H Applied Muscle Physiology

- ❖ EXS 5510H Qualitative Inquiry and Physical Cultural Studies
- ❖ EXS 5513H Current Issues in Exercise Psychology
- ❖ EXS 5514H Sensori-Motor Neurophysiology
- ❖ EXS 5515H Research Methods in Physical Activity and Health
- ❖ EXS 5518H Physical Cultural Studies and Social Theory
- ❖ EXS 5525H Qualitative Motion Analysis
- ❖ EXS 5530H Extreme Human Physiology
- ❖ EXS 5531H Skeletal Muscle Plasticity
- ❖ EXS5533H Sport Psychology
- ❖ EXS 5534H Sport, Politics and Social Development
- ❖ EXS 5535H Neurorehabilitation and Exercise
- ❖ EXS 5536H Qualitative Inquiry in Sport and Physical Activity
- ❖ EXS 5537H Health, Media & Social Change
- ❖ EXS 5538 Special Topics in Oncology
- ❖ EXS 7001H Directed Reading
- ❖ EXS 7002H Directed Research
- ❖ SRM 3335H/SRD 4445H Graduate Seminar Series (Masters/Doctoral)

M.Sc./Ph.D. Curriculum Map

A curriculum mapping exercise of the graduate courses offered at KPE was completed in 2019. The process mapped the sixteen (16) core competencies of the M.Sc./Ph.D. programs. Distinct from the progressive curricular model of the undergraduate program, the graduate program is designed for consistent advanced teaching and learning across all courses. There are also more informal assessments of program learning outcomes in graduate courses, but formally the core competencies are addressed across the graduate courses with varying assessment measures. In graduate school, with smaller class sizes and more self-directed study or seminar-style classes, it is expected that students engage with competencies through all kinds of assessment, not only by formalized and graded means. These patterns can be identified in the curriculum map below. Additionally, the focus of a research graduate program is the research thesis, included in the map below. With guidance from a supervisor, the research thesis is a weighty part of the M.Sc. and Ph.D. graduate curricula and require advanced learning and mastery across all competencies and learning goals. Only those courses offered in the 2018-19 academic year are included in the curriculum map.

This legend will help interpret the curriculum map below:

M.Sc./Ph.D. Curriculum Map Legend: Core Competencies	
Symbol	Meaning
C1	Content knowledge
C2	Critical appraisal and synthesis
C3	Critical inquiry and research
C4	Problem solving
C5	Research independence
C6	Leadership
C7	Creativity
C8	Professionalism
C9	Ethical engagement
C10	Openness to learning
C11	Openness to different perspectives and scholarly respect
C12	Oral communication
C13	Written communication
C14	Intercultural literacy and social inclusion
C15	Management skills
C16	Adaptability and resilience
IA	Informal assessment: The learning outcome is addressed but not directly assessed through assignments or formal (graded) feedback from the supervisor. Supervisor/instructor may model; informal discussion present
FA/DF	Formal assessment/direct feedback: The learning outcome is explicitly developed or reinforced in this course; teaching and learning activities focus on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. For mal assessment through written and/or oral assignments present.
P/E	Practice/enacted: Students explicitly demonstrate graduation-level proficiency or mastery of the learning outcome in this course; teaching and learning activities focus on the use of content or skills at multiple levels of complexity.

Table 31 Curriculum map for graduate courses, 2019.

Course	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
EXS 5505H	P/E	P/E	P/E	IA	P/E	P/E	IA	IA	IA	IA	IA	P/E	P/E	IA	IA	IA
EXS 5507H	P/E	P/E	P/E		P/E	FA/DF						FA/DF	P/E			
EXS 5510H	P/E	P/E	P/E	IA	P/E	P/E	FA/DF	IA	IA	IA	IA	FA/DF	FA/DF	IA	IA	IA
EXS 5513H	P/E	P/E	P/E	IA	P/E	P/E	IA	IA	IA	IA	FA/DF	P/E	P/E	IA	IA	IA
EXS 5514H	P/E	P/E	FA/DF	IA	FA/DF	P/E	IA	IA	IA	FA/DF	IA	P/E	P/E	IA	IA	IA
EXS 5515H	P/E	P/E	P/E	FA/DF	P/E	P/E						FA/DF	P/E			
EXS 5518H	P/E	P/E	P/E	FA/DF	P/E	FA/DF	IA	IA	IA	FA/DF	FA/DF	P/E	FA/DF	IA	IA	IA
EXS 5531H	P/E	P/E	P/E	IA	P/E	FA/DF	IA	IA	IA	IA	IA	P/E	P/E	IA	IA	IA
EXS 5534H	FA/DF	FA/DF	P/E	IA	P/E	FA/DF	IA	IA	IA	IA	I	FA/DF	FA/DF	IA	IA	IA
EXS 5538H	P/E	P/E	P/E	IA	P/E	FA/DF	IA	IA	IA	IA	IA	P/E	P/E	IA	IA	IA
SRM 3335H/ SRD 4445H	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA	IA
MSc / PhD Independent Thesis	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E	P/E
EXS 7001H/ EXS 7002H	P/E	P/E	P/E	P/E	P/E	IA	FA/DF	FA/DF	IA	FA/DF	FA/DF	FA/DF	FA/DF	IA	P/E	P/E

Curricular Innovation

- Foundations of Knowledge Course.** The idea of developing a Foundations of Knowledge course has been a recent focus of discussion amongst the graduate committee and professoriate. The intention is that this course would be required for all Ph.D. students (but not increase the current total course requirement) and elective for interested M.Sc. students. The objective of the course would be to introduce students to different meta-theoretical perspectives (i.e., positivism, post-positivism, critical realism, etc.) which underpin the varied disciplines in kinesiology and physical education. Understand the epistemological and ontological assumptions that underlie each meta-theoretical stance. Be able to situate their own work and the work of colleagues within these perspectives. Critically evaluate theory and research from their own and different disciplines using these meta-theoretical perspectives. The idea of a required course for all Ph.D. students is novel for our Faculty and this proposal will be flushed out and will receive further consideration over the 2019-2020 academic year.

Learning Beyond the Classroom

Each M.Sc. and Ph.D. student in the funded cohort is eligible for an annual \$250 conference travel reimbursement to encourage student presentation at local, national and/or international conferences. Through the Faculty's Experiential Learning Funds, as well as the [SGS Conference Grant](#), M.Sc. and Ph.D. students are eligible for additional funds for travel for research internships/conference presentation, particularly for international travel. See **Appendix 27 M.Sc./Ph.D. Conference Travel Locations 2018-2019**.

KPE Stakeholder Perspectives

"Graduate Seminars could be utilized more effectively. These seminars could be used as workshops to identify research resources, skills workshops, or opportunities to network. If there are guest speakers presenting their research they should be strong knowledge translators or they should present on topics that could be applicable to all graduate students since our research areas are so specific and varied."

- Ph.D. Student

Student Research Experience

Every M.Sc. and Ph.D. student is responsible for completing a research project from start to finish and making a novel research contribution to the field of exercise sciences. In addition to their personal research, graduate students gain research experience through research-based course work, research assistantships, and volunteer research opportunities. See **Appendix 28 M.Sc. & Ph.D. Research Projects Defended 2018-2019** for a full list of student research projects defended over the 2018-19 academic year.

KPE Stakeholder Perspectives

"There should be a more intentional and strategic vision for what a multidisciplinary research environment looks like. I don't believe we're capitalizing on this opportunity enough. While we have the privilege of an amazing faculty with a wide breadth of research areas, they do not intersect with one another enough. We need to work more on interdisciplinary research functionality."

- Ph.D. Student

"One of the opportunities in the Faculty that excites me is the reinvigoration and reinvention of the M.Sc. and Ph.D. programs to grow the research profile of the Faculty and the impact of that research locally, nationally, and internationally."

- KPE Faculty Member

2.4.4 Assessment of Learning

Assessment of student learning occurs is set at the course level by the specific course instructor. In EXS courses research papers, essays, presentations, and seminar participation are common measure of learning assessment employed. The major form of learning assessment within the M.Sc. program is the thesis proposal and the final thesis defence (written and oral). In the Ph.D. program the major learning assessment occurs as a part of the comprehensive exam process (reading, writing, oral defence) as well as the thesis proposal and the final thesis defence (written and oral). See the [EXS Graduate Handbook](#) for more information on these learning assessment processes.

KPE Stakeholder Perspectives

“There is a lot of ambiguity about what to expect for Ph.D. comprehensive exams. From a knowledge base perspective, I felt prepared for them and they were definitely valuable in sparking new research ideas. However, I think there needs to be more guidance on how to approach them. I would have approached my preparations differently had I known exactly how the process works. Perhaps there could be a half-way assessment meeting to check your knowledge and strategically sharpen your thinking so that things start to make sense before comprehensive exams and not after them.”

- Ph.D. Student

2.4.5 Quality Indicators & Quality Enhancement

Quality of Applicants and Admitted Students

Graduate enrolment is up 195% from 62 graduate students in 2011 to 183 students in 2019. Looking at the doctoral-stream programs (M.Sc./Ph.D.), new registrants for the M.Sc. program has significantly increased and is at 27 new M.Sc. students in 2017-18 from 7 new M.Sc. students in 2010-2011. At the doctoral level, registration has not been as successful, but a modest increase is still reflected with 10 new Ph.D. registrants in 2017-18 compared to 7 in 2010-11.

Overall graduate enrolment trends for each of the M.Sc. and Ph.D. is presented below.

Figure 19 Graduate enrolment trends for KPE.

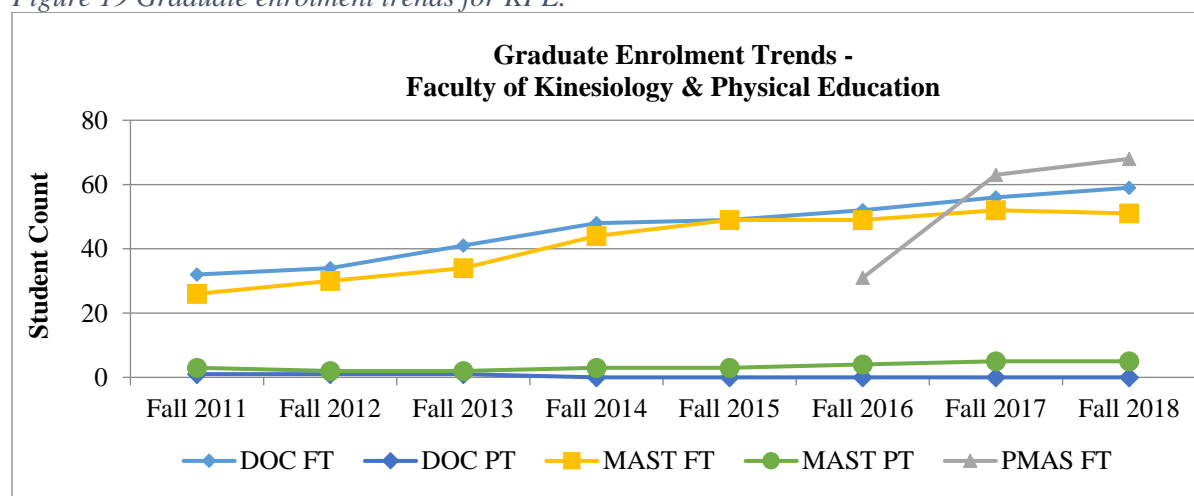


Figure 20 KPE research master's program applications, offers and registrations.

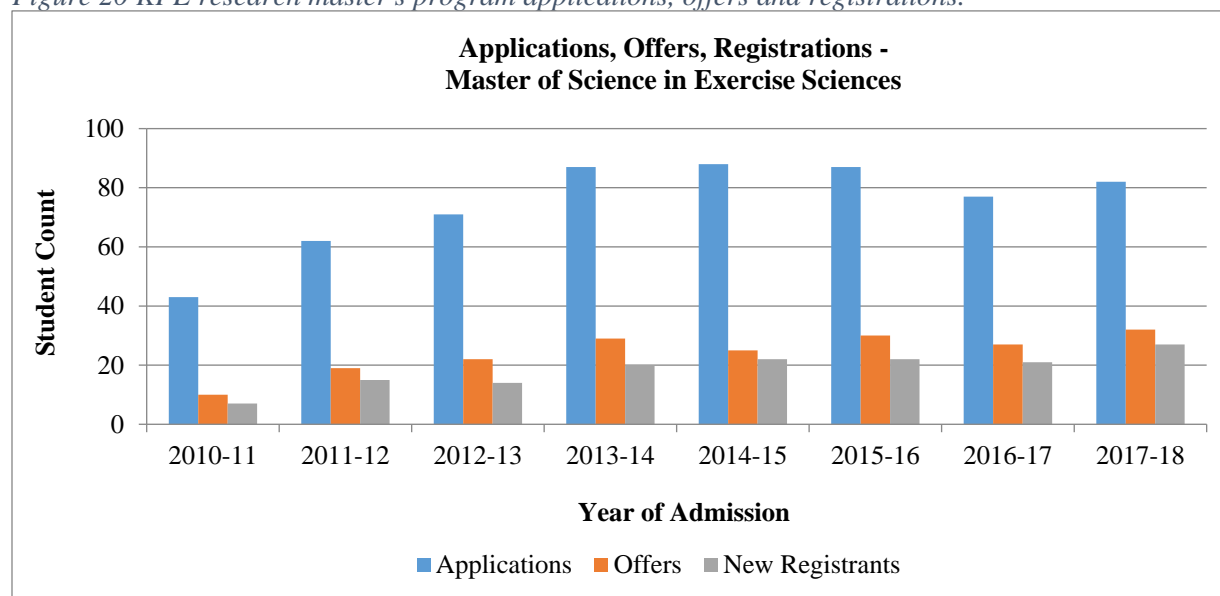


Table 32 KPE research master's program applications, offers and registrations.

Research Master's Degree - Exercise Sciences (MSC)
Applications, Offers and Registrations - by Post Code

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Applications	43	62	71	87	88	87	77	82
Offers	10	19	22	29	25	30	27	32
New Registrants	7	15	14	20	22	22	21	27

Source: ROSI using screen 4BEG (Admissions Statistics).

Offer Rate - Research Master's Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exercise Sciences (MSC)	23.3%	30.6%	31.0%	33.3%	28.4%	34.5%	35.1%	39.0%
Division IV Life Sciences	40.9%	38.1%	36.7%	35.4%	36.8%	41.0%	36.7%	35.8%
U of T	30.3%	29.6%	28.2%	28.2%	28.3%	30.3%	29.7%	27.0%

'Offer rate' calculated by dividing the number of offers by the number of applications for a given academic year.

Acceptance Rate - Research Master's Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exercise Sciences (MSC)	70.0%	78.9%	63.6%	69.0%	88.0%	73.3%	77.8%	84.4%
Division IV Life Sciences	61.0%	60.9%	60.0%	62.5%	63.3%	61.7%	65.4%	63.7%
U of T	57.6%	57.5%	56.9%	60.2%	59.0%	58.8%	61.8%	61.0%

'Acceptance rate' calculated by dividing the number of new registrants by the number of offers made for a given academic year.

Figure 21 KPE doctoral program applications, offers and registrations.

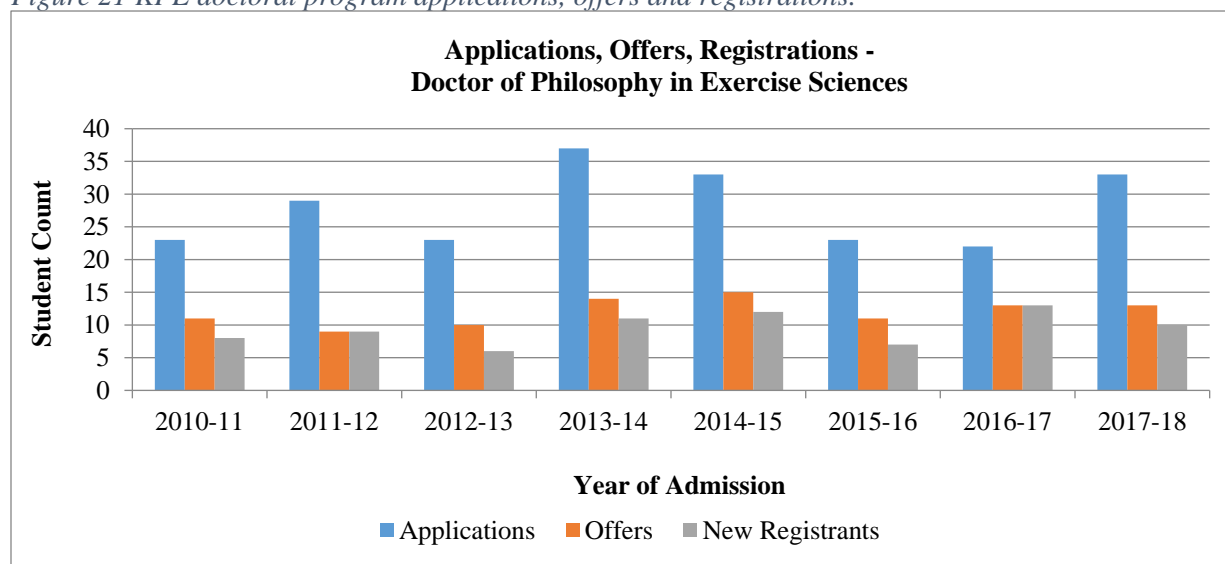


Table 33 KPE doctoral program applications, offers and registrations.

Applications, Offers and Registrations - by program option

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exercise Sciences (PHD)								
Applications	20	29	23	35	33	23	21	32
Offers	10	9	10	14	15	11	12	13
New Registrants	7	9	6	11	12	7	12	10
Exercise Sciences (PHD) - Flex								
Applications	3	0	0	2	0	0	1	1
Offers	1	0	0	0	0	0	1	0
New Registrants	1	0	0	0	0	0	1	0
Total								
Applications	23	29	23	37	33	23	22	33
Offers	11	9	10	14	15	11	13	13
New Registrants	8	9	6	11	12	7	13	10

Source: ROSI using screen 4BEG (Admissions Statistics).

Offer Rate -Doctoral Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exercise Sciences (PHD)	47.8%	31.0%	43.5%	37.8%	45.5%	47.8%	59.1%	39.4%
Division IV Life Sciences	36.8%	35.5%	35.6%	36.3%	34.4%	37.6%	34.4%	36.2%
U of T	25.5%	21.9%	23.2%	24.8%	24.7%	25.8%	23.7%	22.1%

‘Offer rate’ calculated by dividing the number of offers by the number of applications for a given academic year.

Acceptance Rate - Doctoral Programs

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exercise Sciences (PHD)	72.7%	100.0%	60.0%	78.6%	80.0%	63.6%	100.0%	76.9%
Division IV Life Sciences	71.3%	76.2%	70.8%	66.5%	70.9%	67.1%	73.8%	68.9%
U of T	64.7%	67.4%	65.8%	65.5%	65.3%	62.7%	67.8%	66.4%

‘Acceptance rate’ calculated by dividing the number of new registrants by the number of offers made for a given academic year.

Student Completion Rates and Time to Completion

The average time to completion of full-time doctoral-stream graduate students (M.Sc./Ph.D.) in the Department of Exercise Sciences are represented below and has remained fairly consistent at 2 – 2.5 years for full-time M.Sc. students and 5 years for full-time Ph.D. Students.

Figure 22 Mean time to completion for research master's in KPE, Division IV and the University of Toronto.

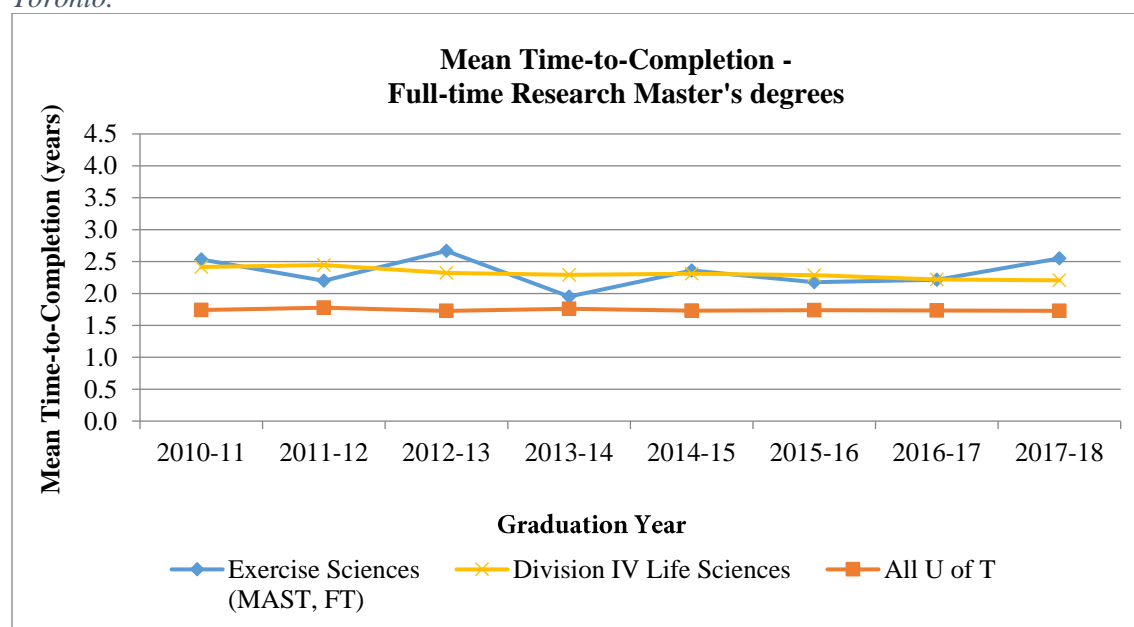


Table 34 Mean time to completion for full time research master's in KPE, Division IV and the University of Toronto.

Graduation Year	Exercise Sciences (MAST, FT)		Division IV Life Sciences (MAST, FT)		All U of T (MAST, FT)	
	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2010-11	5	2.5	361	2.4	1,257	1.7
2011-12	10	2.2	364	2.4	1,227	1.8
2012-13	7	2.7	343	2.3	1,169	1.7
2013-14	14	2.0	399	2.3	1,289	1.8
2014-15	12	2.4	379	2.3	1,318	1.7
2015-16	15	2.2	423	2.3	1,339	1.7
2016-17	17	2.2	410	2.2	1,265	1.7
2017-18	23	2.6	419	2.2	1,306	1.7

Data Source: ROSI, screen 4BEA (Years to Graduate).

Table 35 Mean time to completion for part time research master's in KPE, Division IV and the University of Toronto.

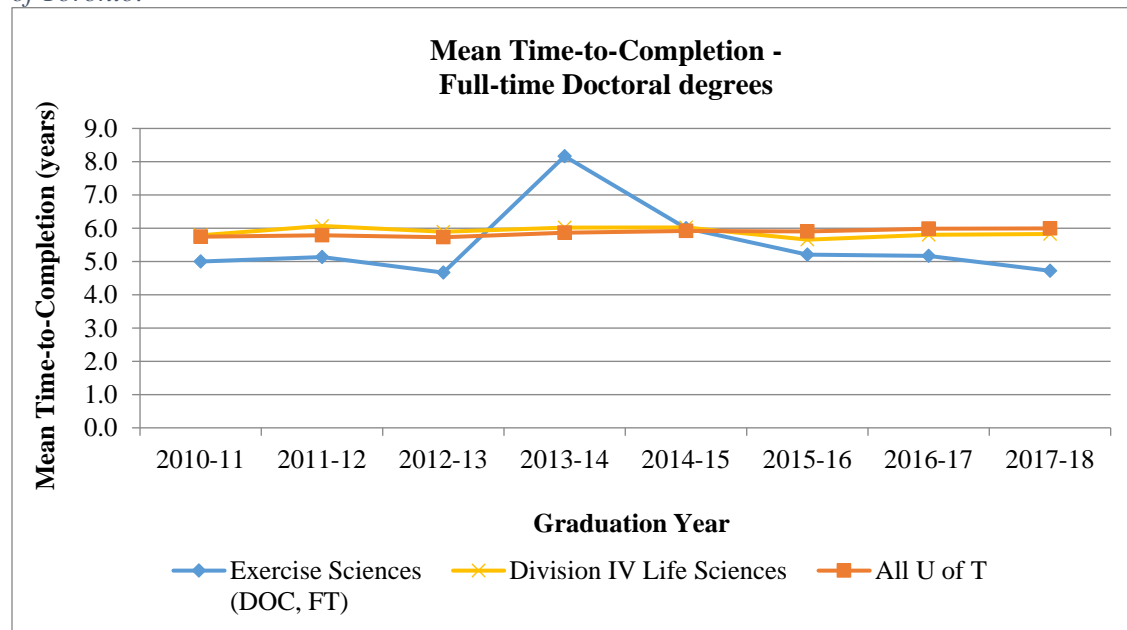
	Exercise Sciences (MAST, PT)		Division IV Life Sciences (MAST, PT)		All U of T (MAST, PT)	
Graduation Year	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2010-11	0		12	3.5	82	2.7
2011-12	0		12	3.6	74	2.6
2012-13	1	2.3	12	4.1	97	2.6
2013-14	1	4.0	9	3.6	80	2.9
2014-15	0		15	3.8	61	3.0
2015-16	1	4.3	13	3.6	62	2.8
2016-17	0		8	4.4	40	2.9
2017-18	0		8	3.2	44	2.9

Not graphed due to low numbers

Data Source: ROSI, screen 4BEA (Years to Graduate).

The average time to completion of full-time Ph.D. students in Exercise Sciences is presented below.

Figure 23 Mean time to completion for full-time doctoral students in KPE, Division IV and the University of Toronto.



Data Source: ROSI, screen 4BEA (Years to Graduate).

Table 36 Mean time to completion for full-time doctoral students in KPE, Division IV and the University of Toronto.

	Exercise Sciences (DOC, FT)		Division IV Life Sciences (DOC, FT)		All U of T (DOC, FT)	
Graduation Year	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years	Number of Graduates	Mean TTC years
2010-11	5	5.0	259	5.8	789	5.7
2011-12	5	5.1	300	6.1	806	5.8
2012-13	6	4.7	301	5.9	868	5.7
2013-14	2	8.2	319	6.0	855	5.9
2014-15	4	6.0	308	6.0	910	5.9
2015-16	8	5.2	277	5.7	852	5.9
2016-17	4	5.2	291	5.8	868	6.0
2017-18	6	4.7	327	5.8	957	6.0

Quality of Teaching & Educational Experience

The following table shows the percentages of courses taught by tenure and tenure-track faculty:

Figure 24 Percent of tenure-stream and tenured professors teaching graduate courses.

	EXS COURSES
2019-2020	
% compulsory academic courses taught by tenure-stream or tenured professors	
% optional academic courses taught by tenure-stream or tenured professors	92.3%
2018-2019	
% compulsory academic courses taught by tenure-stream or tenured professors	
% optional academic courses taught by tenure-stream or tenured professors	100%
2017-2018	
% compulsory academic courses taught by tenure-stream or tenured professors	
% optional academic courses taught by tenure-stream or tenured professors	93.3%

Note: There are no compulsory EXS graduate courses and all MPK courses are compulsory. All data is rounded to the nearest tenth.

The results of the Canadian Graduate and Professional Student Survey (2010, 2013, 2016) of quality indicators for the M.Sc. program in the Department of Exercise Sciences are found below. Full MSc-program results of the Canadian Graduate and Professional Student Survey can be found in **Appendix 29 Canadian Graduate and Professional Student Survey**.

Table 37 Summary results of the Canadian Graduate and Professional Student Survey of quality indicators for the research master's program.

Benchmarks 1 and 2 Means are out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Benchmark 3 Mean is out of 4 (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Benchmarks	CGPSS	Uof T Exercise Science	U15 (Exercise Science)	U of T (All disciplines)	U15 (All disciplines)	Ontario (All disciplines)
Number of Respondents	2010	14	157	868	7,582	5,687
	2013	24	231	1,397	9,172	6,401
	2016	24	180	1,139	9,060	6,966
1. Quality of Teaching	2010	3.26	3.88	3.92	3.85	3.84
	2013	3.80	3.86	3.93	3.83	3.85
	2016	4.25	4.00	3.95	3.89	3.91
2. Research Training and Career Orientation	2010	2.34	2.80	3.06	2.82	2.79
	2013	2.84	2.71	2.91	2.77	2.80
	2016	3.11	2.90	3.04	2.94	2.93
3. Supportive Dissertation Advisor	2010	3.03	3.41	3.32	3.29	3.31
	2013	3.38	3.32	3.28	3.31	3.33
	2016	3.70	3.44	3.36	3.37	3.42

Means: The Five General Assessment and Satisfaction Questions

Q4.2.1. Overall, how would you rate the quality of your academic experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	3.57	154	3.98	843	3.98	7,253	3.77	5,430	3.72
2013	21	4.00	212	3.91	1,280	3.95	8,305	3.78	5,926	3.80
2016	23	4.35	159	3.99	970	4.00	7,826	3.86	6,220	3.85

Q4.2.2. Overall, how would you rate the quality of your student life experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science ¹)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	3.14	154	3.70	837	3.33	7,207	3.42	5,392	3.39
2013	21	3.43	211	3.59	1,275	3.35	8,263	3.41	5,889	3.41
2016	23	3.78	159	3.42	967	3.37	7,762	3.43	6,176	3.41

Q4.2.3. Overall, how would you rate the quality of your graduate program at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	3.14	154	3.84	841	3.87	7,242	3.66	5,421	3.64
2013	21	3.67	209	3.79	1,275	3.79	8,296	3.64	5,915	3.68
2016	23	4.09	158	3.91	969	3.81	7,809	3.70	6,208	3.72

Q4.2.4. Overall, how would you rate the quality of your overall experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	3.43	154	3.91	840	3.77	7,242	3.65	5,418	3.60
2013	21	3.76	211	3.75	1,276	3.71	8,296	3.63	5,918	3.65
2016	23	4.26	158	3.81	970	3.75	7,818	3.71	6,219	3.70

Q2.3.1. If you were to start your graduate/professional career again, would you select this same university?

Mean is out of 5 (1=Definitely Not, 2=Probably Not, 3=Maybe, 4=Probably, 5=Definitely)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	4.29	157	4.03	868	4.13	7,580	3.86	5,682	3.79
2013	24	4.17	231	3.97	1,397	4.16	9,158	3.87	6,393	3.84
2016	24	4.33	180	4.03	1,138	4.15	9,048	3.90	6,957	3.88

The results of the Canadian Graduate and Professional Student Survey (2010, 2013, 2016) of quality indicators for the Ph.D. program in the Department of Exercise Sciences are found below. Full Ph.D. program results of the Canadian Graduate and Professional Student Survey can be found in **Appendix 29 Canadian Graduate and Professional Student Survey**.

Table 38 Summary results of the Canadian Graduate and Professional Student Survey of quality indicators for the doctoral program.

Benchmarks 1 and 2 Means are out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Benchmark 3 Mean is out of 4 (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)

Benchmarks	CGPSS	U of T Exercise Science	U15 (Exercise Science)	U of T (All disciplines)	U15 (All disciplines)	Ontario (All disciplines)
Number of Respondents	2010	14	124	2,086	8,047	4,685
	2013	16	173	2,681	10,015	5,585
	2016	26	165	2,253	10,181	6,423
1. Quality of Teaching	2010	3.76	3.74	3.86	3.73	3.74
	2013	3.65	3.79	3.80	3.74	3.77
	2016	3.91	3.89	3.84	3.77	3.80
2. Research Training and Career Orientation	2010	2.52	2.67	2.88	2.74	2.70
	2013	2.41	2.74	2.81	2.70	2.70
	2016	2.98	2.80	2.83	2.82	2.78
3. Supportive Dissertation Advisor	2010	3.58	3.27	3.30	3.29	3.33
	2013	3.49	3.39	3.30	3.31	3.36
	2016	3.50	3.41	3.33	3.34	3.38

Means: The Five General Assessment and Satisfaction Questions³

Q4.2.1. Overall, how would you rate the quality of your academic experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	13	3.77	117	3.85	1,943	3.95	7,196	3.76	4,192	3.73
2013	16	4.13	168	3.83	2,484	3.92	9,158	3.75	5,225	3.74
2016	23	4.09	153	3.96	1,870	3.93	8,861	3.77	5,782	3.76

³ Note: U of T, U15, and Ontario values only include responses from doctoral students.

Q4.2.2. Overall, how would you rate the quality of your student life experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	13	3.00	117	3.40	1,933	3.36	7,155	3.35	4,162	3.28
2013	16	3.50	167	3.36	2,476	3.27	9,104	3.35	5,190	3.28
2016	23	3.30	151	3.59	1,860	3.24	8,802	3.36	5,747	3.28

Q4.2.3. Overall, how would you rate the quality of your graduate program at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	13	3.69	117	3.74	1,933	3.79	7,188	3.64	4,188	3.64
2013	16	4.06	165	3.72	2,482	3.69	9,146	3.62	5,219	3.64
2016	23	3.78	152	3.91	1,866	3.70	8,833	3.61	5,772	3.62

Q4.2.4. Overall, how would you rate the quality of your overall experience at this university?

Mean is out of 5 (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	13	3.69	117	3.70	1,938	3.73	7,177	3.61	4,186	3.56
2013	16	4.06	167	3.65	2,483	3.66	9,153	3.59	5,217	3.56
2016	23	3.78	153	3.81	1,871	3.61	8,854	3.61	5,776	3.58

Q2.3.1. If you were to start your graduate/professional career again, would you select this same university?

Mean is out of 5 (1=Definitely Not, 2=Probably Not, 3=Maybe, 4=Probably, 5=Definitely)

Rating	U of T Exercise Science		U15 (Exercise Science)		U of T (All disciplines)		U15 (All disciplines)		Ontario (All disciplines)	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
2010	14	4.00	124	3.84	2,077	4.06	7,978	3.79	4,649	3.71
2013	16	4.25	173	3.92	2,680	4.04	10,005	3.78	5,576	3.73
2016	26	4.38	165	4.01	2,252	3.97	10,164	3.77	6,415	3.75

Post-Graduation Employability

In 2016, the [University of Toronto School of Graduate Studies](#) undertook the [10,000 PhDs Project](#) to track the career pathways of PhD graduates at the University of Toronto. According to this data, 75% of doctoral graduates of the Department of Exercise Sciences (n=48) work in post-secondary education, compared with 54.39% of Life Sciences doctoral graduates and 59.42% of all University of Toronto doctoral graduates. Other areas of employment included 8.33% in private sector, 8.33% in public sector, 4.17% in charitable sector and 4.17% in 'individual' sector.

Student Funding & Awards

Tuition for domestic and international doctoral-stream masters students can be found in the tables below. The detailed annual reports from where the data are from can be found on the University of Toronto's [Office of Planning and Budgeting's website](#).

Table 39 Doctoral stream masters graduate domestic and international tuition fees (CDN \$), 2011-2012 to 2019-2020.

	Year								
Status	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Domestic	6,885	7,160	7,160	7,115	7,060	7,030	6,960	6,900	6,210
International	16,082	16,886	17,730	18,620	19,550	20,530	21,560	22,640	23,770

Students pay tuition plus ancillary fees each August for the upcoming school year. For 2019-2020, total tuition and fees for M.Sc. students is \$8,489.52 and \$24,853.52 for domestic and international students, respectively.

The Department of Exercise Sciences at the University of Toronto provides their domestic and international M.Sc. graduate students with a base funding package equivalent to \$8,500 plus tuition and incidental fees for years 1-2 of the full-time MSc program. The funding package may include funds from a variety of sources, including University of Toronto Fellowship (UTF) Stipend Award, Teaching Assistantship Hours, Research Assistant positions, Internal and External Awards. See **Appendix 30 Sample M.Sc. Domestic Funding Letter** and **Appendix 31 Sample M.Sc. International Graduate Funding Letter**.

Tuition for domestic and international doctoral students can be found in the tables below. The detailed annual reports from where the data are from can be found on the University of Toronto's [Office of Planning and Budgeting's website](#).

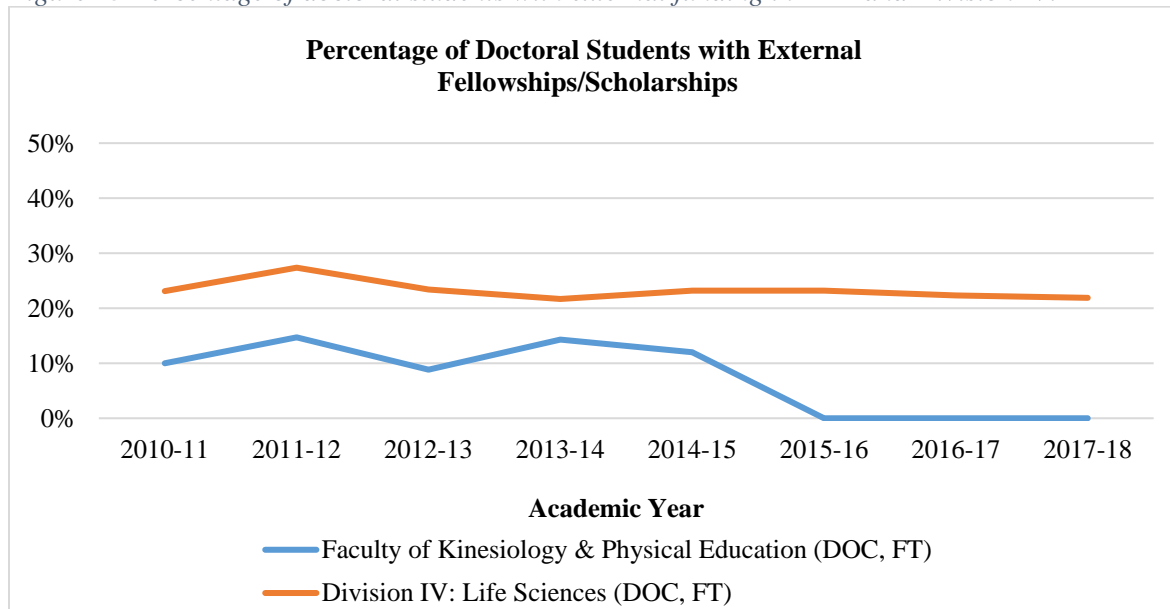
Table 40 Doctoral program domestic and international tuition fees (CDN \$), 2011-2012 to 2019-2020.

Status	Year								
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Domestic	6,885	7,160	7,160	7,115	7,060	7,030	6,960	6,900	6,210
International	16,082	16,886	17,730	18,620	19,550	20,530	21,560	6,900	6,210

In September 2018, the School of Graduate Studies implemented an initiative to attract international doctoral students by reducing the cost of international Ph.D. tuition to be equal to that of domestic doctoral students. International doctoral-stream masters students still pay a distinct international tuition.

Students pay tuition plus ancillary fees each August for the upcoming school year. In 2019-2020 tuition and fees for PhD students in Exercise Sciences will total \$8,489.52 for domestic and international students. International students will also incur the cost for UHIP the University Health Insurance Plan (in lieu of the Ontario Health Insurance Plan or other provincial health plan in Canada).

The Department of Exercise Sciences at the University of Toronto provides their doctoral graduate students with a base funding package equivalent to \$17,750 plus tuition and incidental fees for years 1-4 of the full-time PhD program. The funding package may include funds from a variety of sources, including University of Toronto Fellowship (UTF) Stipend Award, Teaching Assistantship Hours, Research Assistant positions, Internal and External Awards. See *Appendix 32 Sample Ph.D. Domestic Funding Letter* and *Appendix 33 Sample Ph.D. International Funding Letter*.

Figure 25 Percentage of doctoral students with external funding in KPE and Division IV.

Data Source: Student Accounts cube

Each year, KPE awards several internal monetary prizes for student research. Students apply for these awards during the summer and are awarded them in addition to their funding package. In 2018-2019, KPE students received the following internal and external awards.

Table 41 External awards won by KPE graduate students, 2018-2019.

EXTERNAL AWARDS (Tri-council and Ontario Graduate Scholarship)	Amount	Notes
SSHRC DOCTORAL	\$35,000	Offered; not starting EXS PhD (x 3 years)
SSHRC DOCTORAL	\$20,000	x 3 years
NSERC DOCTORAL	\$21,000	Offered; not starting EXS PhD (x 3 years)
CIHR DOCTORAL	\$35,000	x3 years
SSHRC CGSM	\$17,500	
NSERC CGSM	n/a	
CIHR CGSM (x2)	\$17,500	
OGS (x8)	\$15,000	

Table 42 Internal awards received by KPE M.Sc./Ph.D. students, 2018-2019.

INTERNAL AWARDS	Amount
Carol Anne Letheren Fellowship	\$4,269.88
Dr. Terry Kavanagh Fellowship	\$3,501.75
Dr. Terry Kavanagh Fellowship	\$3,501.75
Dr. Terry Kavanagh Fellowship	\$3,501.75
Dr. Terry Kavanagh Fellowship	\$3,501.75
Marie Parkes Fellowship for Research in Women's Health and Physical Activity	\$3,663.62
Bruce Kidd Social Science and Humanities Fellowship	\$4,000.00
Bruce Kidd Social Science and Humanities Fellowship	\$4,000.00
Graduate Fellowship for Research in Health and Physical Activity	\$602.69
Gretchen Kerr PhD Scholarship	\$5,000.00
Guinness Fellowship in High Performance Sport	\$7,768.12
Glenn H. Carter Fellowships in Exercise Intervention and Disease Prevention	\$6,339.92
Glenn H. Carter Fellowships in Exercise Intervention and Disease Prevention	\$6,339.92

Glenn H. Carter Fellowships in Exercise Intervention and Disease Prevention	\$6,339.91
M.R. Wright and Family Fellowship in High Performance Sport	\$7,395.87
Carter Family Fellowship in Defence Sciences Research	\$6,888.49
Faculty of Kinesiology and Physical Education Fellowship	\$6,501.96
Warren Goldring Fellowship	\$4,266.33

KPE Stakeholder Perspectives

“Graduate funding should take into account the index of living in the city that the campus is based in. The cost of living in the city of Toronto combined with OSAP funding cuts has had a huge influence on the ability of students to enrol in this program. It is explained to us by the Faculty that our full-time job is to be a student and that it is ill-advised to take on part-time jobs, but the reality of the situation is that this is near impossible. These factors make it unaffordable to be a graduate student without national awards.”

- Ph.D. Student

Student Supports

M.Sc. and Ph.D. students have access to all [Graduate Student Services](#) available through the School of Graduate Studies, including accessibility, campus life, conflict resolution, equity & diversity, family resources, health and safety, international, IT services, library services, and transportation and parking. Other co-curricular educational opportunities offered through the School of Graduate Studies include the [Graduate Professional Skills Program \(GPS\)](#), The [Graduate Conflict Resolution Centre \(Grad CRC\)](#), and the [Graduate Centre for Academic Communication \(GCAC\)](#). The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life Programs and Services, the academic division registrar offices, and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Administrative staff at SGS provide [registrarial](#) services to graduate students including but not limited to recruitment, admission, orientation, registration, fees, program progress, awards/financial assistance and graduation. Fully equipped meeting rooms, which can be booked by student groups when not used for Final Oral Examinations, are distributed across two locations, the newly renovated 63 St. George Street (home of SGS Student Services) and 65 St. George Street. Financial advising, health & wellness and accessibility counselling services are also available at 63 St. George.

Two multi-purpose spaces, provided by SGS, are dedicated to graduate students. [Grad Room](#) is an accessible space on the St. George campus which provides University of Toronto graduate students with a lounge area and a space for academic, social and graduate professional skills programming. An additional lounge area for graduate students is available at 63 St. George, which provides graduate students with a quiet place to read, relax or study.

The Faculty of Kinesiology and Physical Education offers further embedded services and supports specifically for KPE students including the [Health Sciences Writing Centre](#), Academic Success, Career planning, Accessibility services, and Health & Wellness Counselling. This is in addition to day-to-day support provided by the graduate program coordinators in the [KPE Registrar's Office](#).

In KPE, each full-time M.Sc. and Ph.D. student in the funded cohort is assigned a desk and computer space in either: the Benson building/Warren-Stevens (the Athletic Centre), the Goldring Centre for High Performance Sport or 40 Sussex. Each graduate student also has their own space on the secure University of Toronto server, accessible from any University of Toronto computer. Library services can be accessed remotely with student identification.

KPE Stakeholder Perspectives

“Graduate students would like to see more in-depth support from the administration and increased communication. More transparency is needed with regards to funding and the timeliness with which we receive funding packages.”

- Ph.D. Student

Program Outreach & Promotion

As a whole, Ph.D. recruitment and the recruitment of strong M.Sc. student from outside U of T remains an ongoing challenge. Our graduate program outreach and promotion has been only moderately successful, with challenges in Ph.D. recruitment still present. In attempt to address our Ph.D. recruitment challenges, in 2017 a Ph.D. Recruitment Advisory Committee was struck and developed a report of doctoral student recruitment recommendations and a doctoral student recruitment tip sheet. See **Appendix 34 Advisory Committee on Ph.D. Student Recruitment** and **Appendix 35 Ph.D. Student Recruitment Tip Sheet**.

Currently, KPE hosts several in-person events annually: tours, open houses and recruitment events. Online, KPE updated the website, which is understood as the first point of contact with the program for many prospective students. Additionally, KPE outreaches at university school fairs (mostly in Ontario) and relevant conferences and other related academic events.

KPE has recently launched two research graduate recruitment initiatives: 1) the PhD Top 30 initiative, which targets high quality masters students across the country and pairs them with interested faculty

members for an informational interview and a visit to KPE facilities in Toronto; and 2) the graduate student ambassador program which connects current graduate students with prospective students to answer questions, share stories and showcase the MSc/PhD programs.

For the upcoming year, promotional and outreach plans include:

- Leveraging the School of Graduate Studies' 10,000 PhDs research to promote KPE PhD careers post-graduation;
- Creating video content to share online to emphasize KPE faculty research;
- Facilitating more personalized visits to campus to meet with prospective supervisors and current students (PhDTop30);
- Maintaining and continuing current outreach events and current recruitment events hosted at KPE.

KPE Stakeholder Perspectives

"I was pointed towards the Ph.D. program at KPE by my supervisor in my M.Sc. program which was outside of the University of Toronto. I think schools like the University of Toronto succeed in recruiting graduate students because of the top talent they have in the faculty."

- Ph.D. Student

Quality Monitoring & Enhancement

Improving the quality and relevance of the Ph.D. program, in 2013 the comprehensive examination process was improved and the written portion of the examination was converted from an 8-hour in-person examination to a take-home written examination. Recently, in May 2018, the Faculty revisited the Ph.D. degree outcomes and competencies producing the list of competencies reflected in this document. See **Appendix 36 Ph.D. Learning Outcomes Report**.

Faculty / Research

3. Faculty / Research

3.1 Research Scope, Quality and Relevance

The academic discipline of Kinesiology was described as multi- and interdisciplinary earlier in this self-study. The discipline can draw on the humanities, and on the biological, social, and physical sciences. However, there is a broad range among universities when it comes to the scope and breadth that any given kinesiology division chooses to cover in the research activities of their faculty complement. For example, a department of kinesiology in a Faculty of Sciences usually focuses on the sciences and less so on the humanities or even the social sciences. KPE has prospectively adopted a comprehensive approach to the teaching, learning, and research approaches to kinesiology. That decision is manifested in the hiring of our faculty complement and the scope of their research.

In Canada, the [Canadian Institutes of Health Research \(CIHR\)](#), the [Natural Sciences and Engineering Research Council \(NSERC\)](#), and the [Social Sciences and Humanities Research Council \(SSHRC\)](#) support and promote high-quality research in a wide variety of disciplines and areas. Together, they make up the Tri-Council funding agencies, the primary mechanism through which the Government of Canada supports research and training at post-secondary institutions. KPE faculty members carry out research and publish in a diversity of fields that reflects that breadth. KPE is one of those divisions where tri-council funding is derived from all three agencies, and there have been individual scientists in KPE who have been engaged in funded research from NSERC, CIHR, and SSHRC. Faculty members receive funding from a variety of sources in addition to the Tri-council Agencies, such as research contracts from government and industry. Each year, KPE hosts a public and free symposium to share its leading research with public community members; one of the many ways in which KPE engages in its strong ethic of research knowledge exchange and application.

3.1.1. Strategic Research Themes

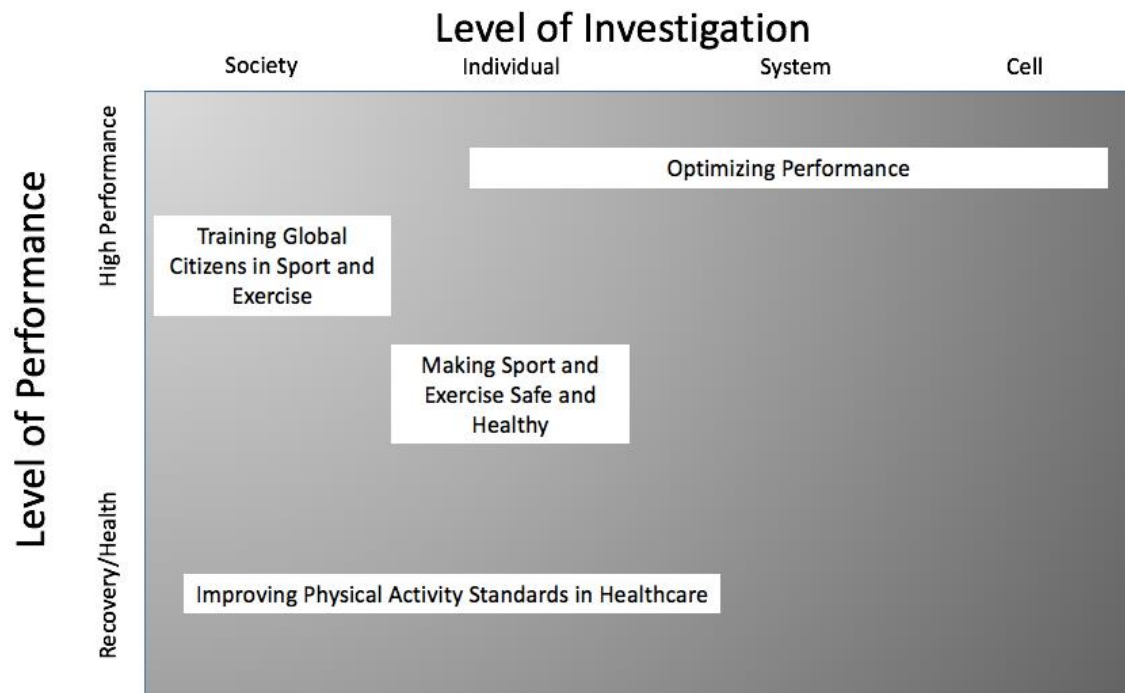
The first KPE Research Clusters Exercise took place in 2014-2015, and was recently updated in 2018-19 for the purpose of identifying converging research areas and opportunities to build synergies. Main research themes within the Faculty were determined in alignment with the [2012-2017 University of Toronto Strategic Research Plan](#) and the [2018-2023 Institutional Strategic Research Plan \(ISRP\)](#). Critically, this ISRP “provides support and direction but is not meant to limit individual faculty members or divisional research priorities”.

In conducting the research clusters exercise, four (4) main research clusters were identified:

- **Improving Physical Activity Standards in Healthcare.** A first cluster that emerged is related to the use of physical activity and exercise as an intervention in various clinical populations. From concussion to cancer, the volume, intensity, and type of exercises need to be adapted to enhance physical and mental health outcomes. Some of the titles proposed to characterize this research cluster include: Improving Physical Activity Standards in Healthcare; Integrating Physical Activity into Healthcare; Integrating Physical Activity for Health and Wellbeing; Frontline health and well-being; Prevention and Treatment of Chronic Diseases.

- **Training Global Citizens in Sport and Exercise.** A second cluster that emerged pertains to the intersection between sport, exercise, and physical activity with human rights and social justice. From the importance of sport for world development and peace to the environmental impacts of organized sports, our research will continue to yield critically relevant discussions for social change. Some the titles suggested for this research cluster include: (Training) Global Citizens in Sport and Exercise; Promoting Sport and Exercise for Social Development (and Justice); Sport and Exercise for Health and Social Development.
- **Making Sport and Exercise Safe and Healthy.** A third cluster that was captured relates to understanding how we can facilitate the elaboration of physical activity programs that are more inclusive, healthy, and safe. Examples of research endeavours for this cluster include how we address abuse and harassment in sport and how we increase physical activity in individuals with a spinal cord injury. One title proposed for this research cluster is: Making Sport and Exercise Inclusive, Safe, and Healthy.
- **Optimizing Performance.** A final cluster that emerged relates to enhancing human performance. Examples of research agendas relevant to this cluster includes how we help individuals enhance their decision-making abilities, understand their nutritional needs, and adjust their training to enhance cardiorespiratory fitness. As well, the term optimizing performance (vs. enhancing) emerged considering the need for a healthy improvement in performance (e.g., exercise-induced arrhythmias). Some of the titles proposed for this research cluster include: Enhancing Performance; Optimizing Performance; Optimizing Human Performance.

Figure 26 2019 Research Cluster Exercise.



For more information see *Appendix 37 2019 Research Cluster Exercise*.

3.1.2 Research Labs, Units and Centres

The Faculty of Kinesiology and Physical Education benefits from [19 research labs, units and centres](#) across the physical cultural, behavioural and biophysical areas, each led by KPE faculty members. Each lab, unit and centre conducts and shares leading research in its focus, and the foci of the labs, units and centres range from concussions to mental health and physical activity to sport and cultural environments. Funding for the labs, units and centres comes from a variety of internal and external sources. Some (e.g., Iovate/MuscleTech Metabolism and Sports Science Lab) have unique partnerships with private organizations, some (e.g., Terry Kavanagh Heart Health Lab) with donors, hospitals and not-for-profit organizations, and others are funded through government or university initiatives. Detailed information on research funding is available in the ‘Funding’ section below.

The four (4) formal research centres housed within the Faculty of Kinesiology & Physical Education, include:

- [Centre for Sport Policy Studies](#)
- [Centre for Motor Control](#)
- [Mental Health and Physical Activity Research Centre](#)
- Centre for Girls’ and Women’s Health and Physical Activity (dormant)

3.1.3 Research Funding

As would be expected with the increase in KPE’s faculty complement, there has been a four-fold (4x) increase in research funding (up 353% from \$0.434 million in 2011 to \$1.967 million in 2018). Tri-agency funding awarded to Faculty has increased 357% from 140K in 2011 to 640K in 2019. The number of research grants held in the faculty has increased from 34 grants in 2011 to 87 grants in 2018, with tri-agency grants specifically increasing from 11 grants to 37 grants in 2011 and 2018 respectively. The percentage of eligible faculty members participating in tri-council funding competitions varies year-to-year, but has been steadily increasing with 50% of eligible faculty participating in 2016-17 compared to 23% in 2009-2010, and the greatest percentage being 78% in 2013-14. Positive rankings are also noted in publications and citations with U of T ranking first among Canadian U15 peers in publications in the fields of Sport Sciences and Public, Environmental and Occupational Health.

From 2013-2014 to 2016-2017, external research funding had an average overall growth of 6.9%. This growth reflects an annual average increase of 24.6% in tri-council funding, but an annual average 4.0% decrease in ‘other’ external sources of funding. The Faculty has with intent invested substantially in physical infrastructure, organizational changes, and research seed funding to facilitate faculty member success in obtaining external research funds.

Sources of Research Funding

Funding awarded, pro-rated to grant year, is presented below.

Figure 27 Level of KPE research funding pro-rated to grant year, in millions CDN \$.

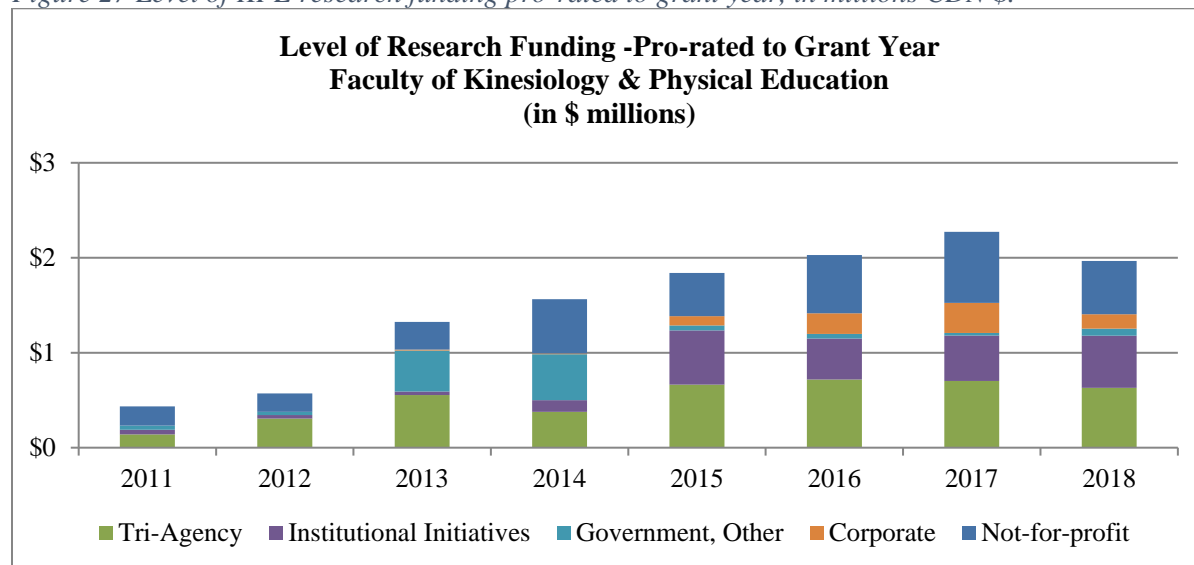
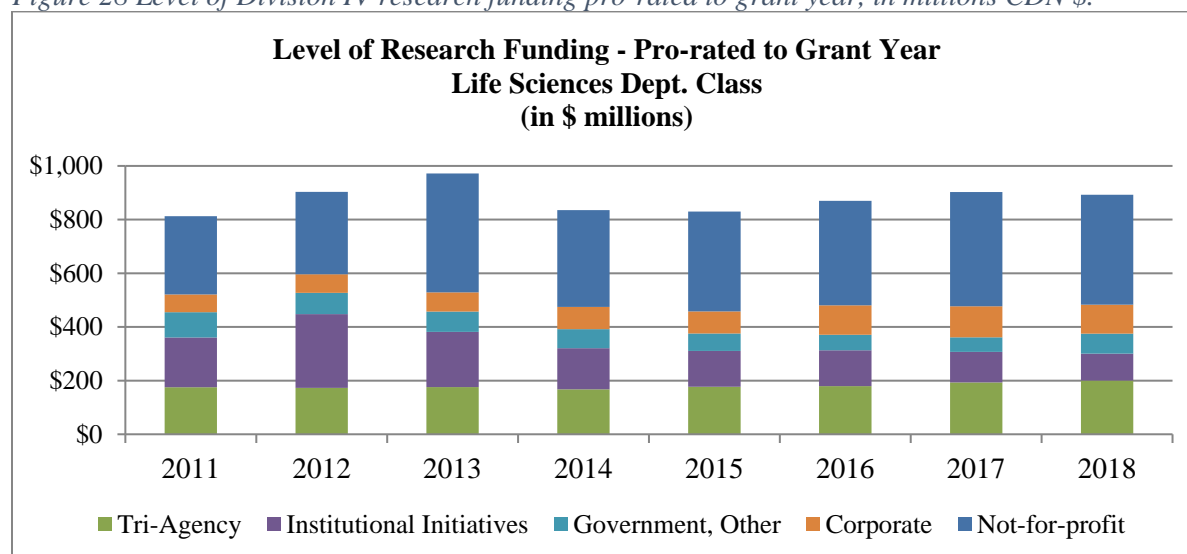


Figure 28 Level of Division IV research funding pro-rated to grant year, in millions CDN \$.



*Table 43 Level of KPE and Division IV funding pro-rated to grant year, in millions CDN \$.***Funding Amount Awarded – Pro-rated to Grant Year (April to March):****Faculty of Kinesiology & Physical Education**

Funding Source	2011	2012	2013	2014	2015	2016	2017	2018
	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions
Tri-Agency	\$0.140	\$0.306	\$0.554	\$0.377	\$0.663	\$0.718	\$0.702	\$0.630
Institutional Initiatives	\$0.048	\$0.037	\$0.037	\$0.124	\$0.572	\$0.432	\$0.479	\$0.549
Government , Other	\$0.044	\$0.035	\$0.432	\$0.484	\$0.051	\$0.048	\$0.028	\$0.074
Corporate	\$0.000	\$0.000	\$0.009	\$0.008	\$0.098	\$0.217	\$0.316	\$0.152
Not-for-profit	\$0.201	\$0.194	\$0.292	\$0.571	\$0.455	\$0.614	\$0.749	\$0.562
Total	\$0.434	\$0.572	\$1.324	\$1.563	\$1.840	\$2.029	\$2.273	\$1.967

Active Award Count – Pro-rated to Grant Year (April to March):**Faculty of Kinesiology & Physical Education**

Funding Source	2011	2012	2013	2014	2015	2016	2017	2018
Tri-Agency	11	11	17	19	24	29	28	30
Institutional Initiatives	2	1	1	3	6	6	9	15
Government , Other	3	1	5	7	4	2	2	3
Corporate	0	0	1	2	3	5	6	9
Not-for-profit	18	12	28	44	40	43	42	30
Total	34	25	52	75	77	85	87	87

Funding Amount Awarded - Pro-Rated to Grant Year (April to March): Life Sciences Dept. Class

Funding Source	2011	2012	2013	2014	2015	2016	2017	2018
	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions	\$ millions
Tri-Agency	\$175.150	\$172.688	\$175.921	\$167.488	\$177.235	\$179.251	\$193.334	\$200.506
Institutional Initiatives	\$185.434	\$274.858	\$205.856	\$153.202	\$133.649	\$133.800	\$113.505	\$100.206
Government, Other	\$94.462	\$79.835	\$75.602	\$71.151	\$64.913	\$57.981	\$54.759	\$74.178
Corporate	\$65.818	\$68.710	\$71.725	\$83.068	\$82.338	\$109.483	\$115.301	\$107.887
Not-for-profit	\$291.819	\$307.371	\$442.800	\$360.449	\$371.744	\$389.213	\$425.504	\$410.038
Total	\$812.683	\$903.463	\$971.904	\$835.357	\$829.880	\$869.728	\$902.402	\$892.814

Active Award Count – Pro-rated to Grant Year (April to March): Life Sciences Dept. Class

Funding Source	2011	2012	2013	2014	2015	2016	2017	2018
Tri-Agency	2,045	1,963	1,967	1,894	1,865	1,745	1,746	1,734
Institutional Initiatives	579	524	513	503	517	518	594	602
Government, Other	566	510	474	385	383	366	412	426
Corporate	1,152	1,173	1,256	1,297	1,282	1,337	1,372	1,671
Not-for-profit	3,863	4,333	4,693	4,746	5,063	5,159	5,071	4,976
Total	8,205	8,503	8,903	8,825	9,110	9,125	9,195	9,409

Data Source: UTBI Research Datacube (last updated February 2019)

Tri-Council Application Participation and Success

The multidisciplinary nature of KPE means that various faculty members apply for funding from each of the three tri-council federal agencies (NSERC, CIHR and SSHRC). The tables below show the number of applications to each of the agencies' initiatives from KPE.

Table 44 KPE, Division IV and University of Toronto number of eligible, number of participating and percent participating in tri-council funding competitions.

	Eligible							
Department	2008	2009	2010	2011	2012	2013	2014	2015
Faculty of Kinesiology & Physical Education	13	15	16	18	18	21	20	20
All Division IV Life Sciences	439	446	451	467	453	456	454	470
All UT Departments	1,925	1,951	1,958	1,980	1,934	1,973	2,003	2,029

	Participating							
Department	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Faculty of Kinesiology & Physical Education	3	5	7	11	14	13	8	10
All Division IV Life Sciences	327	334	336	350	351	334	314	338
All UT Departments	1,220	1,286	1,284	1,291	1,306	1,270	1,212	1,290

	Percent Participating							
Department	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Faculty of Kinesiology & Physical Education	23.1	33.3	43.8	61.1	77.8	61.9	40.0	50.0
All Division IV Life Sciences	74.5	74.9	74.5	74.9	77.5	73.2	69.2	71.9
All UT Departments	63.4	65.9	65.6	65.2	67.5	64.4	60.5	63.6

Data sources:

Fall 2008 to 2015 academic databases (VP-FAL) for eligible faculty;

Research Information System for participating faculty.

Success rate for KPE receipt of national tri-council research funding has seen a modest increase with 2017 rates of national success at 66.1% for NSERC Discovery Grants, 59.4% for SSHRC Insight Development Grants, 47.3% for SSHRC Insight Grants, and 15.5% for CIHR Project Grants and 12.7% for CIHR Foundation Grants (see *Appendix 38, Detailed Tri-Council Grant Trends*). This combined with the large increase in the number of applications and percentage of eligible faculty participating, attributes to the overall increase in research funding coming into the Faculty.

Table 45 K.P.E., University of Toronto and national tri-council research funding award success example: SSHRC Insight Grant.

SSHRC Insight Grant

Competition		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Faculty of Kinesiology & Physical Education	Successful	0	0	0	0	0	3	2
	Unsuccessful	2	1	1	1	1	0	1
	Total Applications	2	1	1	1	1	3	3

Note: Success rate information is normally reported at the institution level. At the departmental level, application numbers are too low to calculate meaningful success rates. However, the raw data are provided for information and general comparison against U of T and national rate.

Competition		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
U of T	Applications	160	214	204	199	164	132	160
	Awarded	63	63	60	83	62	65	88
	Success rate	39.4%	29.4%	29.4%	41.7%	37.8%	49.2%	55.0%
National	Applications	1,799	2,183	2,144	1,991	1,703	1,514	1,536
	Awarded	486	461	494	466	529	605	727
	Success rate	27.0%	21.1%	23.0%	23.4%	31.1%	40.0%	47.3%

National data are from final SSHRC Competition Statistics.

3.1.4 Technology Transfer Indicators

Technology transfer is not a significant part of research engagement at K.P.E. See *Appendix 39, Technology Transfer Indicators* for details.

3.1.5 Awards and Honours

The caliber of funding and monetary awards has been complemented by faculty members' honours and awards. The list of prestigious honours and awards won by KPE faculty members between 2011 and 2018 is presented below.

Table 46 KPE awards won and honours received, 2011-2018.

List of Awards Won in the Department from 2011 to 2018

Award	Organization	Number of Awards Won in the KPE	Number of Awards Won at U of T
Fellow	Canadian Academy of Health Sciences	1	76
Fellow	Cell Stress Society International	1	1
Fellow	National Academy of Kinesiology	1	1
Honour Award	Canadian Society for Exercise Physiology	1	1
Most Influential Women of the Year List	Canadian Association for the Advancement of Women in Sport and Physical Activity	1	1
Order of Canada (Member)	Governor General of Canada	1	44
Queen Elizabeth II Diamond Jubilee Medal	Government of Canada	1	65
William E. Rawls Prize	Canadian Cancer Society	1	3
Total		8	192

Data Source: Awards & Honours Database (Office of Vice-President, Research and Innovation).

Notes:

3.2 National and International Comparators

3.2.1 Publishing and Citations

KPE publishes annual research reports which highlight significant research accomplishments over the year, provide a list of funding awards and sources and a full list of faculty members' publications. The [reports from 2013-2014 to 2017-2018](#) contain full lists of faculty members' publications for the year. The 2018-2019 research report can be found in *Appendix 40 2018-2019 Research Report*.

Below are two tables of citation metrics for citations within sport sciences and within public, environmental and occupational health, respectively. In Sport Sciences, U of T is ranked in the top 4 of institutions for both publications and citations across North American and U15 Canadian rankings. For U15 Canadian publications UofT is ranked #1. In Public, Environmental & Occupational Health, U of T is ranked in the top 5 of institutions for both publications and citations across North American rankings. For U15 Canadian publications and citations UofT is ranked #1.

Sport Sciences

Table 47 Publication and citation rankings among top twenty North American peers for sport sciences field.

Sport Sciences covers resources on the applied physiology of human performance, physical conditioning for sports participation, optimal nutrition for sports performance, and the prevention and treatment of sports-related injuries and diseases. This category also includes resources on sport psychology and sociology.

Ranking of the top 20 North American Peers {not limited to KPE}

Publications Rankings				Citations Rankings			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers	Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers
Harvard	1			Harvard	1		
Pittsburgh	2	1		BRITISH COLUMBIA	2	1	1
Ohio State	3	2		MCMASTER	3	2	2
TORONTO	4	3	1	TORONTO	4	3	3
BRITISH COLUMBIA	5	4	2	Michigan	5	4	
N Carolina - Chapel Hill	6	5		N Carolina - Chapel Hill	6	5	
Michigan	7	6		CALGARY	7	6	4
MCMASTER	8	7	3	U Washington	8	7	
Minnesota	9	8		Ohio State	9	8	
CALGARY	10	9	4	Pittsburgh	10	9	
OTTAWA	11	10	5	OTTAWA	11	10	5
U Washington	12	11		Stanford	*12		
Florida	13	12		Vanderbilt	*12		
WESTERN	14	13	6	Boston U	14		
Penn State	15	14		Calif - Los Angeles	*15	*11	
Stanford	16			WESTERN	*15	*11	6
Virginia	17	15		Rutgers State	17	13	
Illinois - Urbana	18	16		Cornell	18		
Northwestern	19			Minnesota	19	14	
Michigan State	20	17		U Penn	20		

Data Sources: InCites™, Clarivate Analytics (2018). Data Source: Web of Science ®.

Public, Environmental and Occupational Health

KPE faculty also contribute to U of T's high ranking in public, environmental and occupational health.

Table 48 Publication and citation rankings among top twenty North American peers for public, environmental and occupational health field.

Public, Environmental & Occupational Health covers resources on social medicine, health behavior, health education, safety research, and community mental health. Resources concerned with the health of particular groups such as adolescents, elderly, or women are included in this category.

Ranking of the top 20 North American Peers (not limited to KPE)

Publications Rankings				Citations Rankings			
Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers	Institution Short Name	All North Am. Peers	North Am. Public Peers	Cdn U15 Peers
Harvard	1			Harvard	1		
Johns Hopkins	2			Johns Hopkins	2		
N Carolina - Chapel Hill	3	1		U Washington	3	1	
TORONTO	4	2	1	N Carolina - Chapel Hill	4	2	
U Washington	5	3		TORONTO	5	3	1
Calif - San Francisco	6	4		Columbia	6		
Columbia	7			Calif - San Francisco	7	4	
Michigan	8	5		Emory	8		
Emory	9			Stanford	9		
Calif - Los Angeles	10	6		Yale	10		
U Penn	11			U Penn	11		
MCGILL	12	7	2	Calif - San Diego	12	5	
BRITISH COLUMBIA	13	8	3	BRITISH COLUMBIA	13	6	2
Boston U	14			Boston U	14		
Yale	15			Michigan	15	7	
Minnesota	16	9		OTTAWA	16	8	3
Duke	17			Calif - Los Angeles	17	9	
Stanford	18			New York U	18		
Pittsburgh	19	10		Duke	19		
Calif - Berkeley	20	11		Calif - Berkeley	20	10	

Data Sources: InCites™, Clarivate Analytics (2018). Data Source: Web of Science ®.

3.3 Undergraduate & Graduate Student Research Activity

Undergraduate students have the opportunity to participate in elective upper year research courses where they work under the supervision of a faculty member to conduct research across physical cultural, behavioural, and biophysical disciplinary areas. See ***Appendix 9 2018-2019 B.Kin. Student Research Projects*** to review the wide variety of research projects conducted by B.Kin students.

Every M.Sc. and Ph.D. student is responsible for completing a research project from start to finish and making a novel research contribution to the field of exercise sciences. In addition to their personal research, graduate students gain research experience through research-based course work, research assistantships, and volunteer research opportunities. See ***Appendix 28 M.Sc. & Ph.D. Research Projects Defended 2018-2019*** for a full list of student research projects defended over the 2018-19 academic year.

More information on student research is include in the Section on ‘Academic Programs’.

3.4 Current Faculty Complement

Since 2011 there has been a 16.7% increase in the number of faculty members (tenure-stream, teaching-stream, contractually limited term appointments, athletic instructors) from 36 in 2011 to 42 in 2019. More specifically, the current [KPE faculty complement](#) includes 25 tenure-stream faculty, 9 teaching stream faculty, and 8 athletic instructors. There are 10 full professors, 13 associate professors, and 11 assistant professors.

A full list of KPE faculty members with School of Graduate Studies appointments and the ability to supervise graduate student research is available in the [School of Graduate Studies \(SGS\) Calendar](#).

Faculty CVs can be found in ***Appendix 11 Faculty CVs***.

3.5 Research & Academic Resources

3.5.1 Human Resources

KPE has a full time Research Services Officer who assists the Associate Dean, Research in supporting the research endeavors and research-based needs of faculty members. The information technology department has also developed an increased focus on supporting the research enterprise. This includes providing support to faculty during the grant application process with equipment specification through the lifecycle to installation and basic technical support for research systems and software including the responsible storage, backup and responsible final disposition of research information. This also includes the central purchase and maintenance of some basic research toolsets for the shared use of faculty and graduate students including RedCap, a secure survey tool since extended in its use to faculty across the University and SPSS.

In supporting the teaching responsibilities of faculty members, assistance is provided by personnel in the registrar's office for many aspects of course administration including space booking, exam printing, and deferred exam writing. Teaching assistant support is also provided to faculty members in order to assist with tutorial/lab delivery, marking, grade input, student feedback, etc.

KPE Stakeholder Perspectives

"The creation of the research officer position since the last self study have helped alleviate some of the administrative tasks of research such as CCV pre-population services. For those that take advantage of it this is a great source of support. Greater support is required though for large grants. There's not much of an incentive structure, but people's intrinsic motivation still remains towards research."

- KPE Faculty Member

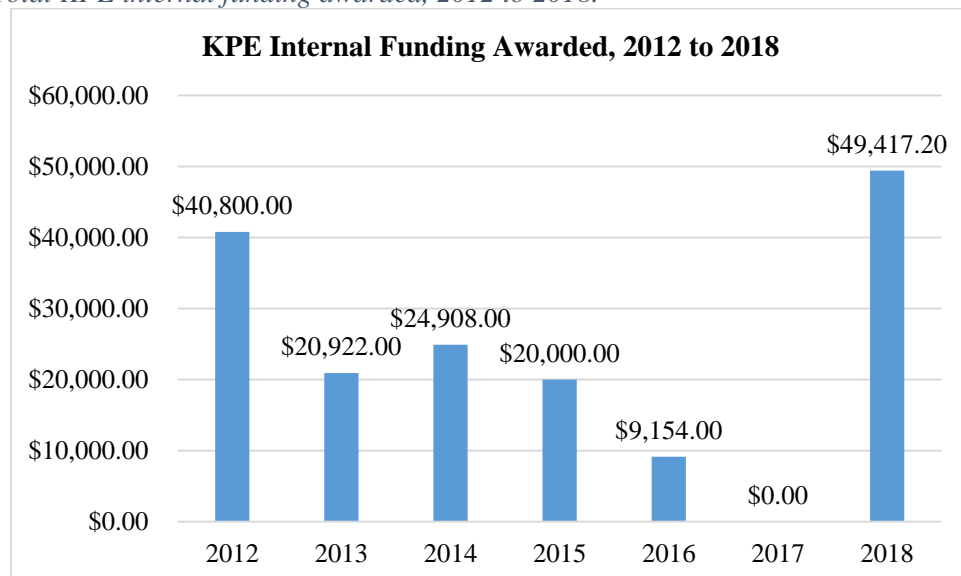
"There is a lot of support for junior tenure-track faculty members. There is also a lot of support for the high flyers, but there is a need to improve the support so that mid-career faculty members can sustain the quality and quantity of their research. I think this is consistent across other universities, but it is particularly clear in our Faculty where we have such a high proportion of pre-tenure faculty."

- KPE Faculty Member

3.5.2 Internal Research Funding

KPE awards its faculty internally to promote and encourage their world-class research endeavours. The total amount of internal KPE grants and awards to faculty is detailed in the figure below.

Figure 29 Total KPE internal funding awarded, 2012 to 2018.



From 2012 to 2018, the number of internal awards/grants has lowered and the average amount per unit has increased as seen in the table below.

Table 49 Number and mean amount of awards/grants per year, 2012 to 2018.

Year	Number of Awards/Grants	Mean Award/Grant Amount (CDN \$)
2012	9	4,533.33
2013	5	4,184.40
2014	5	4,981.60
2015	6	3,333.33
2016	1	9,154.00
2017	0	0
2018	5	9,883.44

The lack of internal grants in 2017 followed by large increase in 2018 is attributed to the timing of the year in which the internal grants were allocated and as such recorded.

While faculty members are encourage to work within their teaching workload assignments (1.5 FCE courses for tenure-stream faculty and 3.0 FCE courses for teaching-stream faculty), for those individuals who choose to take on additional teaching roles, overload stipends are provided.

3.5.3 Workload Re-Distribution

New in 2019, a pilot project was launched for workload re-distribution for large research grants. Such a framework was developed to allow principal investigators (PIs) to execute unusually large research projects. As a result, the current pilot project is proposed as a transparent and open mechanism to inform and encourage faculty members to undertake research at a larger scale than typical for their field. For more information see *Appendix 41 Workload Re-Distribution for Large Research Grants*.

3.5.4 Space Allocations

Faculty, students and staff of KPE share spaces in the Goldring Centre for High Performance Sport and the Athletic Centre, which host all of the Faculty's research facilities. KPE has 75.3 Net Assignable Square Metres (NASM) per faculty Full Time Equivalent (FTE) of occupied research labs, academic offices, research offices and support offices (as per Campus and Facilities Planning space inventory). This is over 20 NASM per faculty FTE lower than the University of Toronto average of 87.5 NASM per faculty FTE.

KPE has the lowest NASM per student FTE of all divisions at the University of Toronto at a total of 1.1 NASM per student FTE. This 1.1 NASM per student FTE combines 0.3 NASM per student FTE of classroom facilities, 0.3 NASM per student FTE of teaching labs and 0.5 NASM per student FTE of a pro-rated share of Academic and Campus Events classroom space based on hours booked, per student

FTE. Classroom facilities, non-library study space, common use student activity space and undergraduate laboratories make up only 2.4% of total allocated room area (in square metres) at KPE. KPE currently relies on booking classrooms in other buildings at the University of Toronto to delivery its undergraduate programs. More teaching and research space is needed at KPE; space is a consistent challenge for KPE.

KPE Stakeholder Perspectives

“There is not enough space for research. We need to re-visit research space assignment and will need to break away from the one faculty member to one space model. There is significant shortage of space for conducting research as well as a shortage of office collaboration space for graduate students, post-docs and visiting scholars.”

- KPE Faculty Member

On a scale of 1-5, with 5 being high quality and 1 being low quality, on average students, faculty, and post-doctoral fellows rated the availability of space for research activities as 3.2.

Relationships

4. Relationships

4.1 Morale

According to the results of the 2014 Speaking Up! survey (see *Appendix 42 Speaking Up! Survey Results*), in KPE ninety-six percent (96%) of KPE faculty and ninety-one percent (91%) of staff are proud to work where they work (compared with 88% of University of Toronto staff overall) and the majority, seventy-four percent (74%) of faculty and eighty-three percent (83%) of staff, feel satisfied with being an employee at KPE. Faculty and staff are engaged and the majority of survey respondents in KPE are satisfied with their manager (74%) and their department (72%). Sixty-eight percent (68%) of respondents reported they were likely to stay, with nineteen percent (19%) of faculty and fifteen percent (15%) of staff reporting they were likely to leave in the next year. Approximately fifty two percent (52%) were satisfied with their workload, with only twenty-seven percent (27%) of faculty and thirty percent (30%) of staff reporting that their workload was ‘just right’.

Fifty three percent (53%) of KPE respondents were satisfied with their work environment. Sixty nine percent (69%) were satisfied with the level of communication, which included indicators of receiving information, knowing what the department’s goals are and knowing where to go for information. This indicates that the majority of academic and non-academic staff believe they are well-informed of Faculty initiatives, but the data suggest an ongoing challenge of the Faculty in how and to whom information is communicated. Some communications have been centralized through a communication system (e.g. the ‘KPE IT Online Help Desk’ to submit IT tickets), while others remain interpersonal communication between individuals (e.g. key or fob access or renewal requests go through facilities managers at each facility). Since the survey time in 2014, the Public Relations and Communications Team has expanded and taken on many major communications projects (see below for a report of their initiatives) to address this challenge and continue to improve major communications across the Faculty.

In terms of how employees feel about the balance between their work and other responsibilities, forty-six percent (46%) of faculty and fifty-nine percent (59%) of staff were satisfied with the balance between their professional and personal lives. Notably, only fifty percent (50%) of faculty and forty-eight percent (48%) of staff reported that their workload allowed them to meet their performance expectations, and sixty percent (60%) of faculty and forty-five percent (45%) of staff reported that their workload means they sometimes sacrifice quality.

With regards to morale, the survey indicated that fifty-four percent (54%) of faculty reported that there was strong mutual respect among their unit in the department. Seventy-one percent (71%) of staff reported the same. When asked directly about morale in their unit, fifty-eight percent (58%) of faculty and sixty percent (60%) of staff responded affirmatively to the statement that ‘morale is strong in my work unit’.

KPE Stakeholder Perspectives

On a scale of 1-5, with a 5 being high quality and 1 being low quality, on average the strength of morale of faculty, students and staff was ranked as 3.5 by students, faculty, staff and alumni.

“Relations amongst the professoriate are respectful and inclusive, also professional. There is a sharing of the air generally in professoriate meetings and at Faculty Council meetings with significant opportunities to contribute to debates. Different views are welcome and diversity of perspectives are valued.”

- KPE Faculty Member

4.2 Relationships with Cognate Faculties, Academic Departments and Units

The Faculty of Kinesiology & Physical Education and Health is linked with many other Faculties and academic department and units at the University of Toronto. The Faculty is one of U of T's six health science faculties, along with Dentistry, Medicine, Nursing, Pharmacy and Social Work and undergraduate students in the B.Kin programs take courses in anatomy in the Faculty of Medicine. The Faculty has a close working relationship with the Faculty of Arts and Science. Arts and Science provides B.Kin. students with about one quarter of their courses, as it does for most of the other first-entry professional faculties at the University of Toronto. These courses range from core courses in biology, chemistry, psychology, sociology, and zoology to electives in virtually every field. Although B.Kin. students have to enter their names in a lottery for registration in some upper-year courses offered by other divisions of the university, the Faculty has a guaranteed number of places in the more popular courses. Students who choose their electives in such a way that they qualify for Arts and Science “minors” and “majors” have those qualifications added to their transcripts. Another major partnership the Faculty of Kinesiology and Physical Education maintains is with the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). The combined B.Kin. and Master of Teaching (M.T.) degree programs enables students to pursue combined B.Kin./M.T. degrees and represents an ongoing collaboration with OISE

At the graduate level the interprofessional education curriculum planning occurs under the auspices of the Council of Health Sciences (CHS), of which the KPE Dean is a member. The following [collaborative specializations](#) are available to students in participating in the M.Sc. or Ph.D. degree programs, including cardiovascular sciences, health services and policy research, musculoskeletal sciences, public health policy, sexual diversity studies, women and gender studies and women's health. Students collaborate across disciplinary fields and with other departments on campus, including, for example, rehabilitation sciences. Also, the Faculty partners with the [Centre for Critical Qualitative Health Research](#) to build capacity for theoretically informed qualitative research in health sciences through the provision of graduate courses, resources and symposia.

In addition, a number of faculty are cross-appointed as members of other academic units at the University

of Toronto including the department of family and community medicine, physiology and public health sciences and rehabilitation sciences within the Faculty of Medicine, as well as the departments of Canadian studies, history, sexual diversity studies, women's and gender studies to zoology in the Faculty of Arts and Science, and vice versa.

4.3 Relationships with External Organizations

In addition to being linked with many other Faculties at the University of Toronto, the Faculty of Kinesiology & Physical Education and Health has formal relationships with research institutes, public, non-governmental and private organizations and professional bodies throughout the Greater Toronto Area.

KPE students and faculty have research connections across the [Toronto Academic Health Science Network](#) which provide access to investigator expertise, and research resources including equipment, study populations and educational programs (e.g., Strategic Training Initiative in Public Policy). Several graduate students carry out a significant portion of their thesis research at collaborative sites. These include the sites in the [Toronto Academic Health Science Network](#) (Mt Sinai, Toronto General Hospital, Toronto Rehabilitation Institute and Women's College, Sick Kids, Holland Bloorview Kids Rehabilitation Hospital) as well as the [Defence Research and Development Canada](#)'s Toronto facilities. Other partner research institutions include other local hospitals and organizations in the City of Toronto (e.g., [Canadian Sport Institute Ontario](#); [Maple Leaf Sports and Entertainment Launchpad](#)), and with other universities (e.g., one student completed a PhD through a bilateral agreement with the Universite Aix-Marseilles). Mitacs scholarships are available to all graduate students who wish to collaborate with other institutions to perform their research. See the table below for additional external research partners.

Table 50 KPE Funded Partnership Agreement 2012 to 2018

External Research Partners - Collaboration, Service, Transfer (data)
<p>Adelphi University Ajinomoto Co. Inc. Canadian Industrial Security Directorate City of Ottawa City of Toronto Community Living Mississauga Defence Research and Development Canada (DRDC) DNA Labs Inc Headspace Inc. Holland Bloorview Kids Rehabilitation Hospital Hospital for Sick Children (HSC) Ministry of Consumer Services Ministry of Tourism, Culture and Sport National Institute of Mental Health Ryerson University Sinai Health System (formerly Mount Sinai Hospital) Snowdon Guardian Pharmacy St. Michael's Hospital Sunnybrook Research Institute Tufts Medical Centre Inc. University of British Columbia University of California (San Francisco) University Health Network (UHN) University of Illinois University of Western Ontario</p>

Furthermore, in order to support undergraduate and graduate students' academic placement experiences, the Faculty maintains meaningful relationships with over one hundred community partners who offer their mentorship to KPE students, while simultaneously conducting outreach to develop new partnerships within the community. A full list of community partners is included in ***Appendix 7 List of Community Partners with Active Placement Agreements.***

KPE Stakeholder Perspectives

On a scale of 1-5, with 5 being high quality and 1 being low quality, the scope and nature of the faculty's relationships with other Universities and organizations to foster research, creative professional activities and to deliver teaching programs was rated on average as 3.5 by students, faculty, staff, post-doctoral fellows, and alumni.

4.4 Social Impact and Outreach

The Faculty aims to foster and grow reciprocal relationships with communities outside of the University which importantly benefit and positively impact the broader local, national and international communities in which the University is situated. We are the only Faculty at the University to have direct connection to members of the public through our co-curricular programming, and the nature of the research in KPE research makes it readily applicable and sought after to address some of society's most complex problems. The location of the Faculty in Toronto, the largest city in Canada and capital of the province of Ontario, facilitates direct and lasting collaborations with local, provincial and national health, government and sport organizations as well as local, national and international media outlets.

Every year, a panel of invited KPE faculty members and special guests from the community, deliver a public symposium aimed at addressing a current – and sometimes controversial - topic in sport, physical activity and health. Tickets to this symposium are free, and the event is a highly anticipated one, often with audiences of approximately five hundred. Past topics include:

- March 2019: Optimizing Nutrition Through Exercise
- March 2018: Mobilizing Change
- April 2017: Ex/Cancer: The Benefits of Exercise After a Cancer Diagnosis
- April 2016: Sport, Sex and Identity
- April 2015: From Good to Gold: Science and Technology in High Performance Sport
- May 2014: Mind Matters: From Concussion to Recovery
- December 2013: Extreme Environments, Extraordinary Feats: How Far Can we Push Ourselves?
- May 2013: The Heights of Human Performance: The Symbiosis of Brain and Body
- December 2012: What Happened to Walking? Encouraging Active School Travel in Toronto
- April 2012: The Olympic Athlete: What it Takes to Get to the Games
- December 2011: Physical Activity: The Best Medicine?
- May 2011: Game Misconduct: Violence, Abuse and Young Athletes

Videos of each past symposium can be found on the [KPE Public Seminars & Symposia webpage](#).

KPE believes in sharing its research with the public. As such, all masters thesis defences and the departmental doctoral thesis defences are public, where individuals can come to watch the defence and have an opportunity to ask questions of the researcher. Additionally, the graduate department holds monthly public graduate seminars which all masters students and junior Ph.D. students attend as well. The details of these seminars can be found on the [KPE Public Seminars & Symposia webpage](#).

KPE faculty are often in or on the news. Faculty members have been [interviewed by Canadian Broadcasting Corporation \(CBC\)](#) media, featured on the '[ProfTalks](#)' blog, cited in [MacLean's online magazine](#), [interviewed for GlobalNews](#) and appear regularly in other popular Canadian and international media. Their research supports policy making and program development, some examples of which include the '[ActiveMatch](#)' program for women living with cancer, the [GTA Activity](#) project, [policy advocacy on sexual abuse and harassment in sport](#), [cancer care](#) and the recent [change room project](#).

Faculty members have added their expertise to current pressing topics, such as [locker room hazing](#), effective [training](#), [exercise and mental health](#), [sports and mental health](#), [appropriate exercise](#), [young boys' behaviour and belonging](#), [Colin Kaepernick's activism](#) and much more.

KPE graduate and undergraduate students also contribute to the communities around them, whether through releasing new research on the [role of protein in exercise](#), applying their research to [creating more accessible sport and physical activity spaces](#), or using what they have learned in [advocating for Canadian concussion policy](#) (parliamentary reading can be found [here](#), and concussion TedEx Talk [here](#)).

In addition, KPE relies on its internal expertise to produce quality programming in its co-curricular and varsity portfolios, incorporating its research towards inclusive and supportive physical activity programs based on cutting edge research.

KPE Stakeholder Perspectives

On a scale of 1-5, with 5 being high quality and 1 being low quality, the social impact of the Faculty in terms of outreach and impact locally and nationally was rated on average as 3.6 by students, faculty, staff, and alumni.

Organizational & Financial Structure

5. Organizational and Financial Structure

5.1 Organizational Structure & Governance

The Faculty of Kinesiology and Physical Education is the only division at the University of Toronto that combines teaching and learning for academic degree programs, a divisional research enterprise, and co-curricular mandates in a single administration under the leadership of a Dean. The organizational structures and resources outlined below reflect the integrated nature of the Faculty of Kinesiology and Physical Education.

The Faculty of Kinesiology and Physical Education's integration of curricular and co-curricular programs translates to an organizational structure with one Dean overseeing curricular and co-curricular programs with the assistance of a Vice-Dean Academic Affairs, Associate Dean Research, Executive Director Athletics & Recreation, and a Chief Administrative Officer.

Each of these portfolios (Academics, Research, Athletic & Recreation, Operations) is complemented with a different team structure. The organizational charts for KPE can be found in ***Appendix 43 KPE Organizational Charts***.

5.1.1 Faculty Council

Faculty Council (FC) has overall jurisdiction over all programs besides the co-curricular budget, which runs through the Council of Athletics and Recreation (CAR). FC creates and amends its governing bylaws; oversees, approves and refers back decisions, motions, proposals and recommendations of its committees (listed below); reports to Governing Council of the University; and considers operational plans, budget proposals and other recommendations from CAR. FC is made up of the president of the University; the vice-president and provost; the dean of KPE; the vice, associate and assistant deans of KPE; the chief administrative officer; all teaching staff and professors emeritae of KPE; the registrar of KPE; one professional librarian; representatives of CAR; representatives of the Kinesiology and Physical Education Undergraduate Association and the Kinesiology and Physical Education Graduate Society; students, administrative and technical support staff and alumni. Please consult the [Faculty Council Constitution](#) and [Faculty Council Bylaws](#) for further details on the operation, makeup and management of FC.

5.1.2 Council of Athletic & Recreation

The Council of Athletic and Recreation (CAR) is one of the oldest student governing bodies at the University of Toronto at over 100 years old. The CAR mandate is to provide input on sport and recreation policy and procedure, and its vision is “*to make athletics and recreation a cornerstone which unifies the student experience, creates community, and supports academic excellence at the University of Toronto*” (Guide to Council of Athletics and Recreation Governance, 2018, p.6). CAR's membership includes students, administrative staff, alumni and facility users and is a standing committee of FC. CAR has

jurisdiction over the co-curricular sport and recreation programs on the St. George campus and over university-wide programs (e.g., intramurals); there are athletics councils/committees at the University of Toronto Scarborough and Mississauga campuses who are responsible for athletics programs on their respective campuses. CAR's responsibilities on St. George campus and for programs affecting all university campuses are athletics and recreation policy, including allocation of funds to program areas; staffing policy; rental and fees policy.

5.1.3 Standing Committees

FC and CAR share four joint committees: Awards Committee, Equity Committee, Restricted Funds Committee and Sponsorship Committee.

In addition, FC has six further standing committees: Executive Committee, Admissions Committee (Undergraduate), Appeals Committee (Undergraduate), Curriculum Committee (Undergraduate), Examinations Committee (Undergraduate), Graduate Committee and Research Committee. Brief explanations of the portfolios of each committee as well as FC minutes from 2013-2018 can be found on the [KPE governance website](#).

A full list of members of all standing committees for 2018-2019 can be found [on the Faculty's Governance webpage](#).

Full descriptions of committees and membership of CAR's standing committees can be found in the Guide to Council of Athletics and Recreation (2018; **Appendix 44 Guide to Council of Athletics and Recreation**).

CAR is constitutionally a committee of FC with a separate and autonomous budget approval process that follows the same path as other student services budgets. While CAR's operating budget is submitted to the University's Council on Student Services (ultimately to the University Affairs Board), the academic budget approved through FC is handled in a similar fashion to other academic divisions. Constitutionally, FC may consider and comment on proposals from CAR regarding budget and may consider and 'accept, reject or refer back' on CAR proposals of non-budgetary matters (e.g., recommended policy or programming changes), but rarely takes any action aside from 'accepting' CAR proposals.

The co-curricular and curricular areas of governance in the department communicate laterally through interpersonal and informal means (e.g. email, in-person) as well as formally through regular Deans' meetings (the Dean, all Associate Deans and the Executive Director Athletics meet to discuss their portfolios and projects and raise any concerns or areas of potential collaboration). Each area also reports vertically to the Dean, whose decision-making for the Faculty can then take all matters (confidential or not) into account.

5.2 Financial Structure and Resources

5.2.1 Finances

Although the Faculty of Kinesiology and Physical Education continues to combine both curricular and co-curricular mandates under the overall leadership of a Dean, the curricular and co-curricular budgets are managed as distinct portfolios.

In 2018-19 the KPE financial recourses amounted to approximately \$43.5 million, of which \$12.5 million is curricular (academic) and \$31 million is co-curricular. Funded primarily by tuition and provincial government grants, along with a few other small sources, the curricular budget has increased by 92.1% (up from \$6.5 million in 2011-12). The co-curricular budget is funded primarily by student ancillary fees with additional revenue generated by the many programs, services and facility rentals offered. The co-curricular budget has increased by 44.2% (up from \$21.5 million in 2011-12).

The relative magnitude of each budget is illustrated in the figure below.

Table 51 Curricular and Co-Curricular Budgets

Overall Budget for Curricular and Co-Curricular budgets			
	2011-12	2018-19	% increase
Curricular	\$ 6,523,157	\$ 12,536,672	92.2%
Co-Curricular	\$ 21,527,391	\$ 31,044,044	44.2%
Total	\$ 28,050,548	\$ 43,580,716	55.4%

Aside from an overview of each for comparison purposes, this report will focus primarily on the curricular budget and related fiscal activities. More specific information on the co-curricular budget is included in the section on Co-Curricular Program.

Academic Revenue

The primary sources of revenue for the curricular programs for fiscal 2018-19 are: tuition (\$10,443,820), Provincial Grant Revenue (\$8,542,820) and Investment and Other Income (\$677,452), Endowment Revenue (\$370,382) and Research Overhead (\$258,267). These represent an overall increase in revenue of almost 92% over 2011-12.

The Faculty contributes substantially to the University Fund (almost \$2M in 2018-19). However, the Faculty has also benefitted as a result of base budget allocations from the University Fund over the study period. In 2011-12 KPE received \$748,794. In 2018-19, KPE received \$1,855,823 – an increase of

\$1,107,029 or 148%. KPE has gone from a net contributor to a net receiver of allocations from the

University Fund Transactions	2011-12	% of Attributed Revenue	2018-19	% of Attributed Revenue	2012-19	% of Attributed Revenue
From the Faculty to University:						
University Fund Contribution	1,025,834	9.70%	1,958,137	9.60%	932,303	90.90%
Student Aid Set-Aside	607,687	5.80%	1,405,344	6.90%	797,657	131.30%
University-Wide Costs	3,088,461	29.30%	6,283,426	30.80%	3,194,965	103.40%
From University to Faculty:						
University Fund Allocation	748,794	7.10%	1,855,823	9.10%	1,107,029	147.80%
Attributed Revenue	10,540,785		20,427,755		9,886,970	93.80%
Net Revenue	5,774,362		10,680,849		4,906,487	85.00%

University Fund by about \$175,000.

The main driver behind the tuition and grant increases is the Faculty's increase in enrolment during the period. Undergraduate enrolment increased from 678 in 2011-12 to 965 FTE in 2018-19 and Graduate enrolment increased from 52 in 2011-12 to 184 FTE in 2018-19, which now includes the new Master of Professional Kinesiology program of 72 FTE.

Successful efforts on behalf of the Advancement team have increased the revenue received from endowments substantially from \$103,027 to \$370,382, or 260% over the period and the overhead from research activities has increased from \$91,355 in 2011-12 to \$258,267, or 183% over the same period.

The university has been subject to a 5% reduction in tuition revenue as imposed by the Provincial Government for the 2019-20 fiscal year, which does not affect this report.

Academic Expenses

The most significant 'cost' to the Faculty is in the form of contributions from the Faculty's curricular revenues to support the central university supporting frameworks. These take the form of mandatory, algorithm derived contributions to the University Fund (Provostial priorities), Student Aid and University-Wide Costs as illustrated below.

Table 52 Academic expenses, 2011-12 to 2018-19

Central assessments on revenue consist of contributions to the University Fund (\$1,958,137), University-wide Costs (\$6,283,426) and Student Aid (\$1,405,344). These represent approximately 55% of the Tuition, Grant and Investment revenue and a slight decrease over 2011-12 of 1.9%.

Operating costs constitute the remainder of which the most significant expense to the Faculty is the cost of salary and benefits for faculty and staff – compensation (79.1%) followed closely by Student Support

(11.3%) and General Operating Costs (9.6%). While the relative percentages of budget for each of these costs has remained fairly constant, the total increase in costs since 2011 has kept in step with the increase in revenue.

Table 53 Operating costs, 2011-12 to 2018-19

Revenue Category	2011-12	% of Total	2018-19	% of Total	Increase over 2011-12	% change
Grant Revenue	5,158,159	48.9%	8,542,820	41.8%	3,384,661	65.6%
Tuition Revenue	4,780,248	45.4%	10,443,820	51.1%	5,663,572	118.5%
Investment and other Income	319,934	3.0%	677,452	3.3%	357,518	111.7%
Provincial Scholarship Grants	88,061	0.8%	35,015	0.2%	(53,046)	-60.2%
Endowment Revenue	103,027	1.0%	370,382	1.8%	267,355	259.5%
Canada Research Chairs			100,000	0.5%	100,000	
Overhead on Research	91,355	0.9%	258,267	1.3%	166,912	182.7%
Total Revenue	10,540,784	100.0%	20,427,756	100.0%	9,886,972	93.8%

Table 54 Expense Allocation, 2011-12 to 2018-19

Expense Allocation	2011-12	% of Total	2018-19	% of Total	Increase over 2011-12	% Increase
Compensation	4,780,958	79.1%	8,852,455	79.1%	4,071,496	85.2%
Student Support	767,889	12.7%	1,260,038	11.3%	492,149	64.1%
General Operating	491,987	8.1%	1,077,901	9.6%	585,914	119.1%
Total Expenses	6,040,835		11,190,394		5,149,559	

The graphs below illustrate the growth of both income and expenses over the study period. Of particular note is the Faculty's ability to maintain the level of expenses to remain inside the budget constraints of our sources of revenue. The Co-Curricular budget information is included for reference, as it follows a similar trend. The major difference is that the Co-Curricular budget is intended to be a balanced budget, with the exception of fiscal 2015-16 where Governance approved a deficit budget.

Figure 30 Curricular Revenue and Expense.

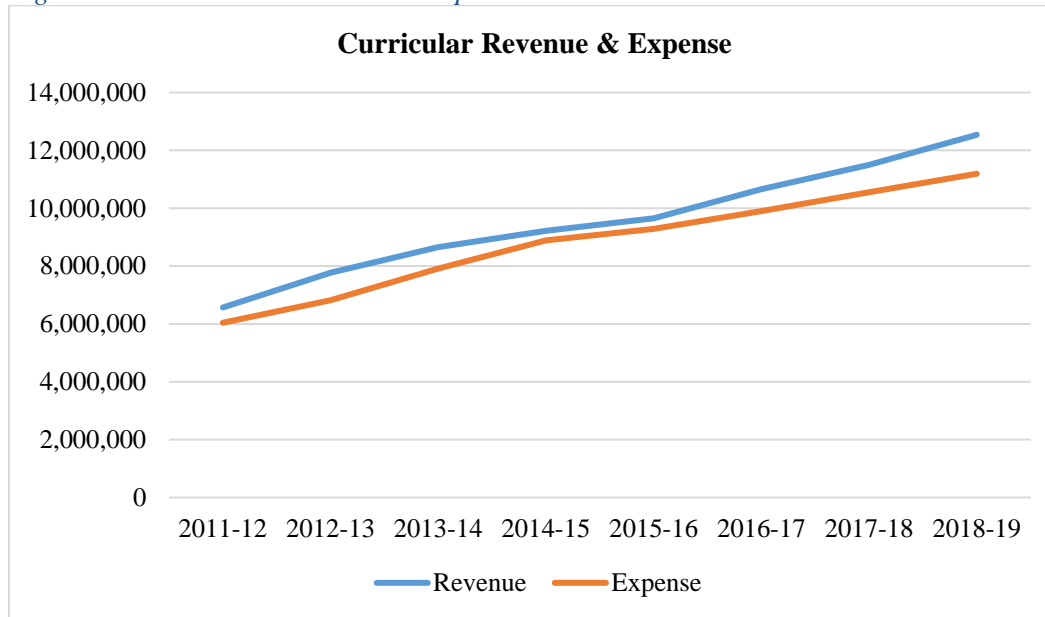
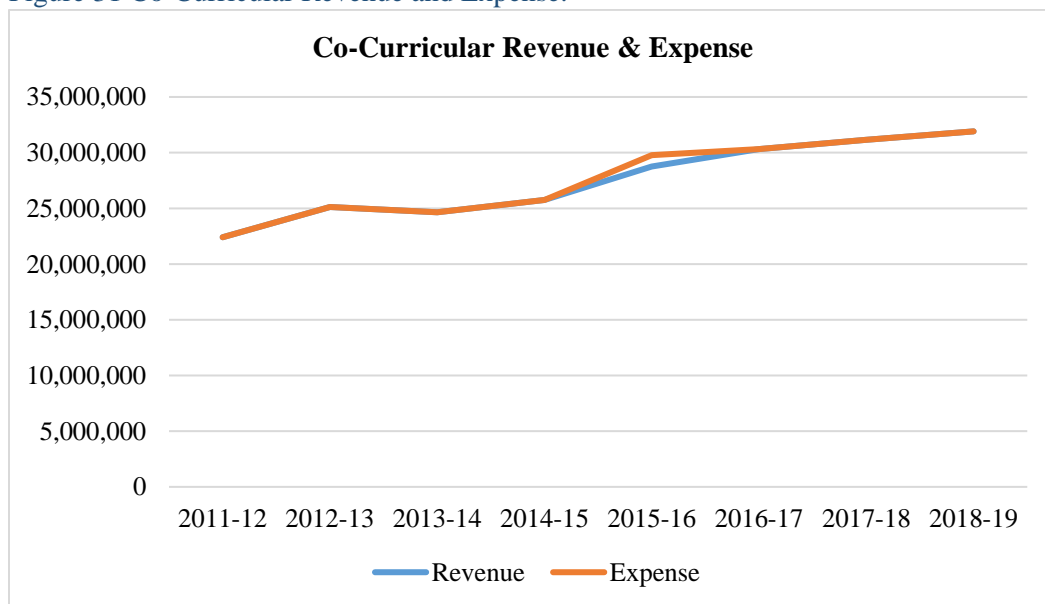


Figure 31 Co-Curricular Revenue and Expense.



Further examination of compensation shows an increase in both faculty and union staff, in step with the increase in student enrolment. Over the study period, the overall academic employee headcount increased by 57.4% while compensation increased by 60.2%.

Table 55 Faculty and Staff Complement and Compensation

	Faculty and Staff Complement and Compensation									
	2011-12				2018-19				2012-19	
	Head Count	% of Total	Compensation	% of Total	Head Count	% of Total	Compensation	% of Total	% Change Head Count	% Change Compensation
FACULTY	19.4	68.1	2,366,781	78.2	30.57	68.1	3,682,246	75.9	57.6	55.6
PM/CONF	2.10	7.4	212,749	7.0	2.30	5.1	289,186	6.0	9.5	35.9
USW/CUPE	7.00	24.6	448,428	14.0	12.00	26.0	880,815	18.	71.4	96.4
	28.5		3,027,958		44.87		4,852,247			

In an effort to more equitably allocate the cost of teaching our students, the University has implemented an inter-divisional teaching cost-sharing plan to recognize the number of students being taught in Faculties other than their home Faculty. This came into effect in the 2017-18 fiscal year and was substantially offset by a transfer from the Provost to compensate in the base year. In fiscal 2011-12, the only program that reflected any inter-divisional transfer for teaching was Anatomy 126Y, and the cost was \$64,142. The Faculty reimbursed the Faculty of Medicine for the cost of instructors, T.A.'s and space costs. In 2017-18 the University implemented a more comprehensive plan which now sees KPE reimbursing the Faculty of Arts & Science as well as the Faculty of Medicine for courses taught to KPE students, by their instructors, in their facilities. The magnitude of this arrangement is much greater. Consequently, the Provost has provided base funding relief for 70% of the additional cost. The 'teaching divisions' - Arts & Science and Medicine - absorb 15% of the cost leaving KPE to cover the remaining 15%. In 2018-19 this was approximately \$230,000.

Revenue from research overhead has been an area of significant growth. This reflects the increase in research activity brought about, in large part, by the increase in new faculty along with increased activity by existing faculty. Funding for indirect costs of research (Overhead) increased from \$92,355 in 2011-12 to \$258,267 in 2018-19 – an increase of 179%.

5.2.2 Personnel

The Faculty of Kinesiology faculty and staff complement has grown steadily (as seen in the bar graphs below), reflecting the simultaneous growth in the number of facilities, use and patronage of curricular and co-curricular programming. KPE regularly employs over 1000 people every year in a variety of roles, acting as one of the top employers on University of Toronto campus for student staff. Since 2011 there has been an 16.7% increase in faculty positions (tenure-stream, teaching-stream, contractually limited term appointments, athletic instructors) from 36 in 2011 to 42 in 2019 termed 'Academic Appointed Staff'. This is augmented by the 26.6% increase in appointed permanent staff positions (curricular and co-curricular) from 158 in 2011 to 200 in 2018 termed 'Non-Academic Appointed Staff' and the 35% increase in casual staff positions from 724 in 2011 to 979 in 2018.

Academic Staff (Faculty Members: Tenure-Stream, Teaching-Stream, CLTA)

Eighteen (18) academic appointed staff (faculty members) were hired from 2011 to 2019, adding new breadth and ideas to complement the Faculty's mission and goals. Ten (10) academic appointed staff departed from the Faculty in the same time period for progressive academic positions (e.g., roles at other institutions) or to pursue roles outside of academia.

Figure 32 Hires to and departures from KPE, academic appointed staff, 2011-2018.

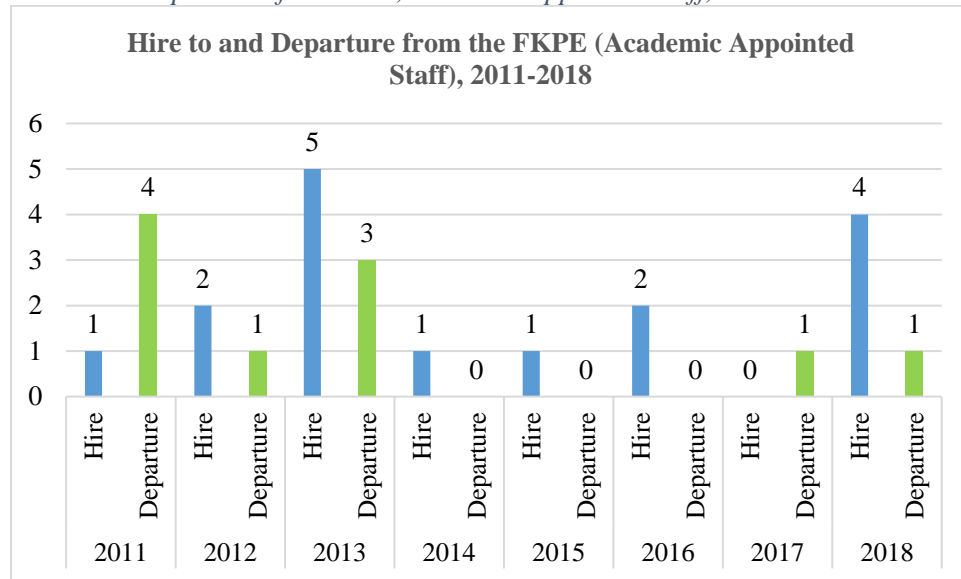
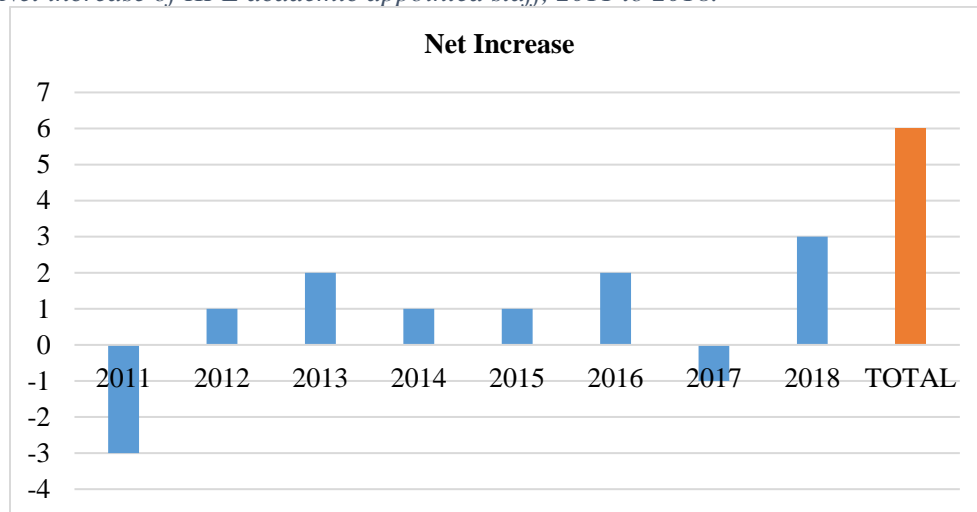


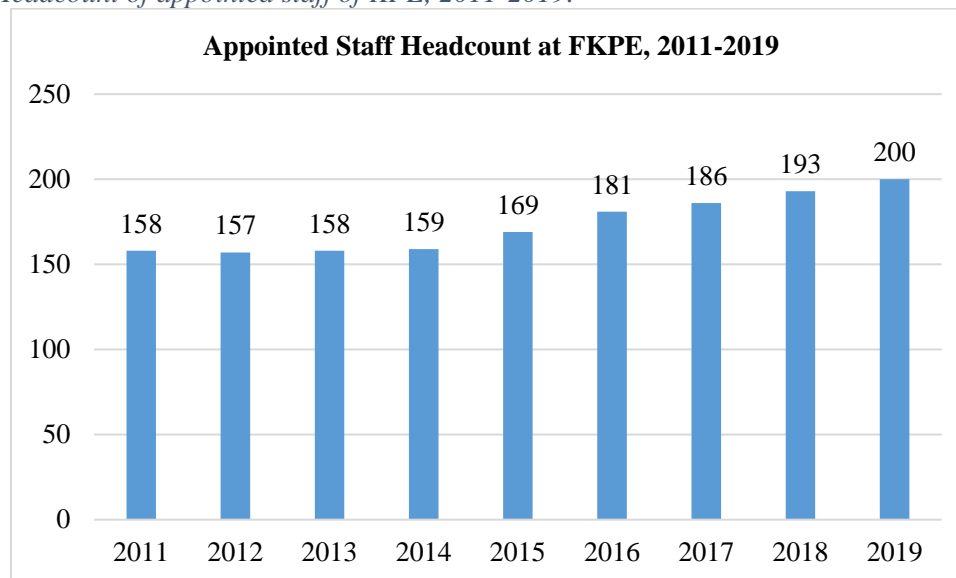
Figure 33 Net increase of KPE academic appointed staff, 2011 to 2018.



Appointed Staff (Non-Faculty Members)

The information presented below on appointed staff headcount reflects the staff hired to support the curricular and co-curricular programs, with the majority of staff positions dedicated to co-curricular programming. The total number of appointed staff across the Registrar's and Research Services Office equals 12 staff positions, plus the partial contributions of the team members of the senior management group where it is difficult to disentangle and attribute positions solely to the curricular or co-curricular programs (i.e., human resources, information technology, finance, facilities, communications, advancement). This is considered a strength of our Faculty, i.e. the ability to leverage the resources available to us as a result of our integrated missions.

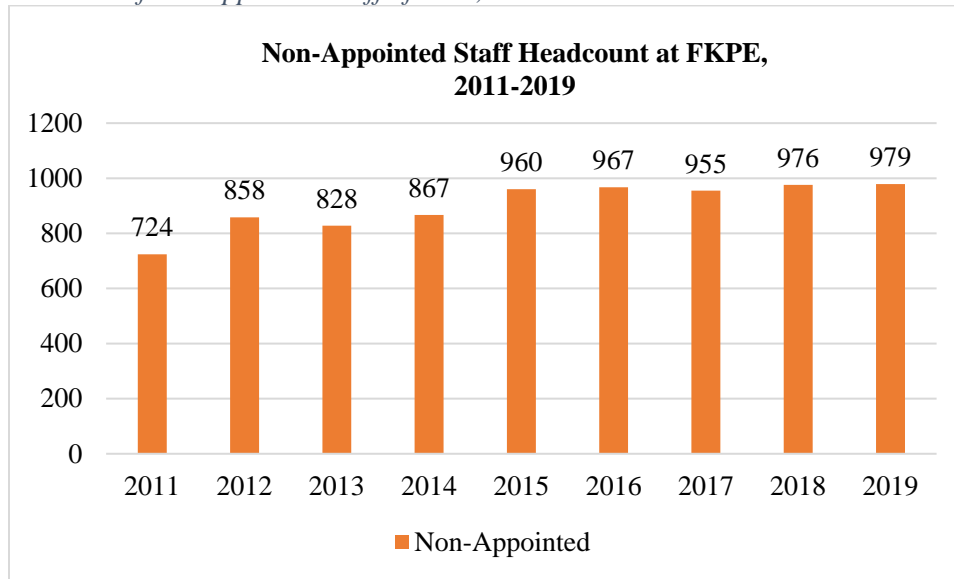
Figure 34 Headcount of appointed staff of KPE, 2011-2019.



Non-Appointed Staff (Casual)

Again, the information presented below on casual staff headcount reflects both the staff hired to support the curricular as well as the co-curricular programs, with the majority of staff positions dedicated to co-curricular programming. Casual curricular non-appointed staff include as just a few examples, research assistants, student ambassadors, registrarial assistants, and research service assistants.

Figure 35 Headcount of non-appointed staff of KPE, 2011-2019.



Combined Data

This overall growth in human resources can be seen in a number of kinds of roles. A detailed table of appointed and non-appointed staff headcounts, separated by union affiliation or position, from 2011-2019 can be found below.

Table 56 KPE staff headcounts by subarea, 2011-2019.

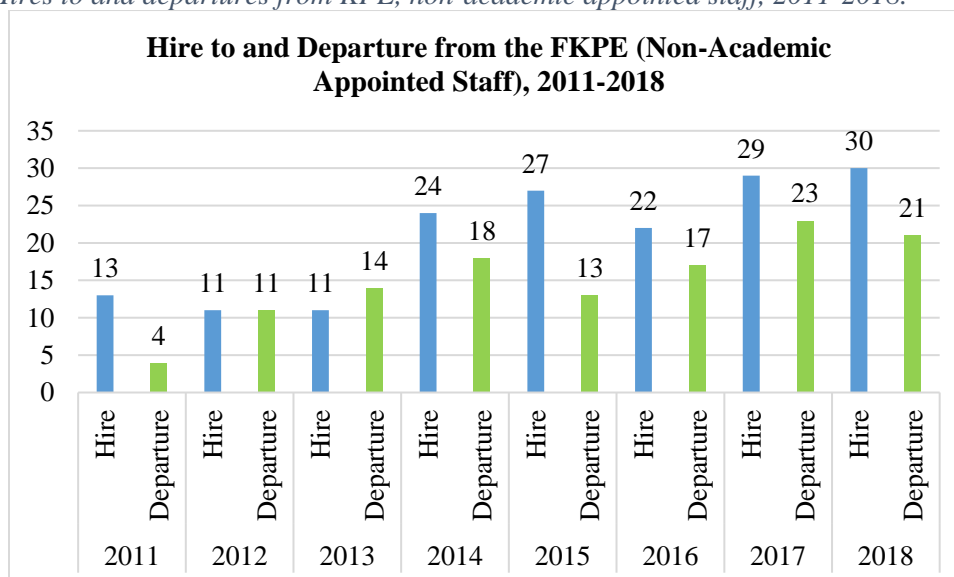
Personnel Area	Personnel Subarea Text	2011	2012	2013	2014	2015	2016	2017	2018	2019
Appointed	Academic	34	34	32	35	37	38	40	38	40
Appointed	PM	19	19	20	22	28	27	26	30	33
Appointed	Admin./Conf.	2	3	2	2	2	3	2	2	2
Appointed	Research Assoc	0	0	0	1	0	1	0	0	2
Appointed	CUPE F/T L3261	17	16	15	15	15	19	17	19	15
Appointed	CUPE RPT L3261	0	0	0	0	0	4	5	6	7
Appointed	USW	86	85	89	84	87	89	96	98	101
Appointed Total		158	157	158	159	169	181	186	193	200
Non-Appointed	CUPE Tmp L3261	0	0	0	1	3	0	0	0	1
Non-Appointed	Casual Salaried	128	203	140	122	116	104	115	148	129
Non-Appointed	Casual Hourly	510	557	584	620	681	677	651	629	651
Non-Appointed	TeachAsst L3902	60	67	73	88	115	137	130	128	136
Non-Appointed	CUPE 3261 Cas	26	28	27	33	37	36	39	41	37
Non-Appointed	CUPE 3902,Unit3	0	3	4	3	8	12	18	25	18
Non-Appointed	PostDocL3902U 5	0	0	0	0	0	1	2	5	7
Non Appointed Total		724	858	828	867	960	967	955	976	979
Grand Total		882	1015	986	1026	1129	1148	1141	1169	1179

Notes

Headcounts based on count of "Active" Employees with home org unit = 31 (KPE)

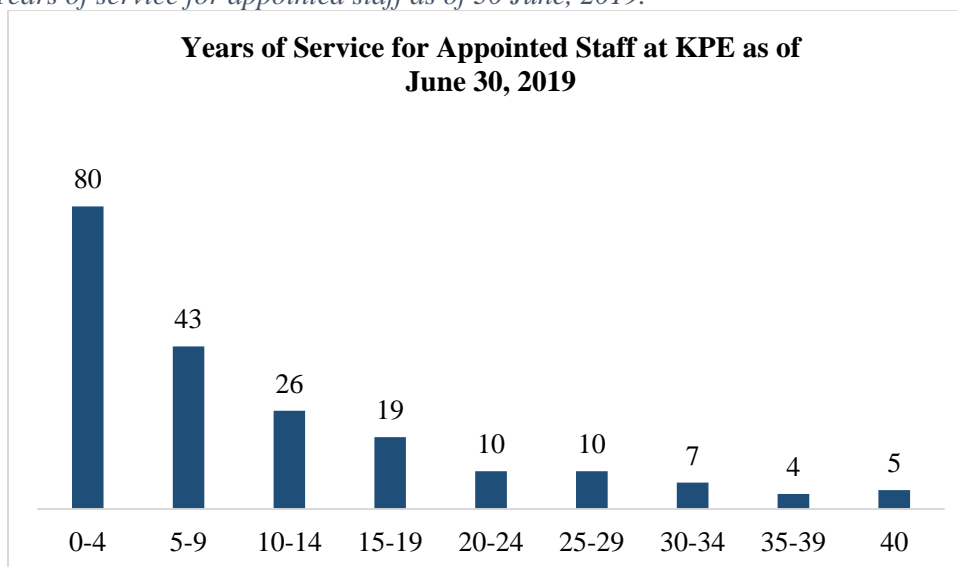
There has been a net growth of forty six (46) non-academic appointed staff from 2011 to 2018. 2015 in particular exhibited the largest non-academic appointed staff growth, coinciding with the start of the Master of Professional Kinesiology program, some organizational shifts and focus on the bachelor of kinesiology program.

Figure 36 Hires to and departures from KPE, non-academic appointed staff, 2011-2018.



One of the unique and incredible parts of the Faculty of Kinesiology and Physical Education is the institutional memory of the staff. As illustrated in the chart below, just under half of all appointed staff has been at the Faculty for ten (10) years or longer, with some folks working at KPE for more than forty (40) years.

Figure 37 Years of service for appointed staff as of 30 June, 2019.



5.2.3 Space and Facilities

The Faculty of Kinesiology and Physical Education has three main building complexes as well as a rented large home and rented office space that are used for athletics/sports, for teaching and learning, for research and for administrative and other infrastructure support:

- The **Athletic Centre** at 55 Harbord St., comprising the Clara Benson Building, built in 1959 as the women's counterpart to men's athletic facilities in Hart House, and the Warren Stevens Building, built in 1979
- The **Goldring Centre for High Performance Sport** at 100 Devonshire Pl., constructed in 2015. The building has won several awards and acknowledgements for its design and architecture. It features a high performance, three-tier strength and conditioning centre, two multipurpose activity rooms/fitness studios, and a 2,000 seat, internationally-rated field house for basketball, volleyball and other court sports. The Goldring Centre is also home to the MacIntosh Sport Medicine Clinic
- The **Varsity Centre** at 299 Bloor St. W., comprising the stadium, rebuilt in 2006, the Davenport Track, also rebuilt in 2006 and totally re-surfaced in 2010, the Pavilion, which was completed in 2010 and serves as the entrance to the whole site, a Bloor St. box office constructed in 2009, and the heritage designated Varsity Arena, dating from 1920s.
- **40 Sussex** an old Victorian house, which is known by its address, houses several faculty and some graduate students two blocks north of the Athletic Centre.
- Rented office suites at **720 Spadina Avenue** in which KPE Advancement & Alumni Relations and KPE Public Relations and Communications groups are housed.

The Athletic Centre ('AC'), Goldring Centre for High Performance Sport ('Goldring'), Varsity Centre and Arena ('Varsity'), and 40 Sussex each host research laboratories and offices. Many KPE classes take place in the AC as well. Aside from 40 Sussex, each building has athletic facilities for members across University of Toronto Faculties and City of Toronto resident members.

The total space in these facilities can be categorized by use:

Table 57 KPE space by use category from 2017-2018.

Use Category	Space in m ²
Classroom Facilities	529
Admin Office, Related Space	1469
Non-Library Study Space	299
Health Service Facilities	589
Common Use, Student Activity	38
Non-Assignable	15246
Inactive/Assignable	244
Laboratory, Undergraduate	277
Research Lab Space, Support	1082
Academic Dept Offices, Related Space	1624
Recreation/Athletic Space	25005
Plant Maintenance	195
Retail	197
TOTAL Allocated Room Area sqM	46795

These facilities provide just over 31,000 square metres, or just under 334,000 square feet of built (assignable) space, not including open air spaces such as the track or stadium:

Table 58 KPE buildings and area.

Building Name	COU Gross Area	Net Assignable Area	Non-Assignable Area	Net Area	Structural Area m ²
Varsity Centre	7,573.13	4,646.42	1,856.63	6,503.05	1,070.08
Varsity Pavilion	1,254.94	671.76	357.42	1,029.18	225.76
Goldring Centre for High Performance Sport	14,573.22	6,450.86	5,272.53	11,723.39	2,849.83
Clara Benson Building	9,918.70	6,531.59	2,318.03	8,849.62	1,069.08
Warren Stevens Building	20,062.10	12,913.48	5,207.68	18,121.16	1,940.94
Sussex Avenue-40	377.95	167.74	161.28	329.02	48.93
Totals		31,381.85	15,173.57	46,555.42	7,204.62

Taken together, the facilities provide recreational space which includes two swimming pools, a dance studio, multipurpose studios, a fencing salle, two field houses (one with an indoor track and the other with spectator seating), several gym spaces, squash courts, two strength and conditioning centres, an arena

(with spectator seating), turf stadium (with IAAF-certified eight-lane outdoor track, specialized pole vault, long, high and triple jump areas and spectator seating), team rooms and a dome for winter use. In addition to the athletic facilities listed, KPE also owns and maintains the Back Campus and Robert Street Fields.

- The **Back Campus Fields** are two synthetic turf fields for recreational sports. The multi-purpose fields are Ontario's first International Hockey Federation (IHF) certified pitches and are believed to be the highest quality two-turf facility for field hockey currently in operation in Canada. The fields were used as a competition venue for the Toronto 2015 Pan Am and Parapan Am Games.
- The **Robert Street Fields**, on Robert street, are fenced fields for recreational sports. They are used for a variety of sports. The fields are in need of repair, but can be and are used for recreational-level field sports, including intramurals. As with other KPE facilities, the Robert Street Fields are rented out to local private schools or other interested external parties.

Please see *Appendix 45 Building Floor Plans* for floorplans of athletic spaces.

5.2.4 Information Technology

The IT team supports all academic programs and physical activity and sports activities, as required and as able. In short, IT at KPE has expanded, but demands have expanded even faster between 2011 and 2019.

Table 59 Devices under direct IT management.

Category	#	%
Research (Labs, Research Equipment)	128	22.3%
Meeting Rooms, Classrooms, Computer Labs	69	12.0%
Administrative (HR, IT, Dean, Finance)	68	11.9%
Intercollegiate (Admin & Teams)	59	10.3%
Physical Activity & Equity	49	8.6%
Servers	47	8.2%
Facilities (Gates, Control, Staff, Towel & Equipment Lending)	33	5.8%
Sports Medicine Clinic	28	4.9%
Graduate Students (Outside of Lab spaces)	21	3.7%
Curricular (Staff & Instructors)	21	3.7%
Faculty	19	3.3%
Loanable Equipment	19	3.3%
Point of Sale	10	1.7%
Student Groups	2	0.3%
Grand Total	573	100.0%

A summary of the services IT offers and the trends in those services can be found below.

Table 60 Services offered through IT and trends 2011 to 2019.

Service	2006	2011	2019	% Change 2011-2019
Servers (Physical and Virtual)	10	22	56	+154%
User Files In Use Storage Capacity (GB)	500	3000	15000	+400%
Enterprise Storage Capacity (GB)		63000	250000	+296%
Desktop Computers & Laptops	125	300	526	+75%
Printing Devices	20	52	57	+9%
Staff FTEs	6.5	7	8.5	+13%
Ticket Volume (avg per year) Created		2588	3805	+47%
Ticket Volume (avg per year) Resolved			3300	
IT Budget				

Major Projects Since 2011

- Fusion.** Fusion is the successor application to Class which has been the eBusiness application for the Faculty of Kinesiology and Physical Education, the UTM Recreation and Wellness Centre and the UTSC Department of Athletics and Recreation since its implementation in 2003. From 2015 to 2018 an RFP was developed, adding Hart House to the partnership to replace this software. Fusion from Innosoft Canada was eventually implemented, integrating all recreation opportunities into a single portal, including a mobile app. This was a complex, long term project with a significant number of stakeholders and significant reputation and customer service stakes. In its first year of operation Fusion processed students, staff, faculty and members through turnstiles at recreational facilities University-wide over 1.5 million times and processed over 100,000 financial transactions totaling more than \$8.5 million.
- Infrastructure Refresh and Diversification.** In 2018 a regular replacement of Faculty server and storage hardware was undertaken, both to replace aging equipment but also to relocate this crucial infrastructure from poor locations within the Warren Stevens building to a better equipped location at the Goldring Centre for High Performance Sport. This has allowed for better availability of secured, monitored and backed-up storage to the research enterprise, as well as the curricular and co-curricular programs. Secure validated storage eases the approval process of information handling under research ethics guidelines as well as legal frameworks such as FIPPA. These improvements also bring increase resiliency in the face of power outages or other business disruptions and the capacity in the future to expand the suite of service offerings to our athletic teams and internal business units.
- Clinic EMR.** In 2013, in an effort to improve efficiency, patient care and to allow for better collection and reporting of statistics, the MacIntosh Sport Medicine Clinic sought to implement an Electronic Medical Records (EMR) system. An unsuccessful RFP eventually led the Faculty to implement an open source solution, OSCAR McMaster which went live in 2014. This improvement is inclusive of automatic electronic delivery of lab results, electronic forms and assessments and the improved ability to leverage de-identified clinical data in support of the research enterprise.

New Broadcast & AV Unit

In 2014 a position that previously existed in the intercollegiate budget and a contractor who was hired on a per-game basis were transferred into the IT department to start what eventually became the Broadcast & AV unit. Two full time staff were ultimately hired and provide facility & equipment planning & maintenance and support for events such as academic courses, public symposia, receptions, sporting events and external event rentals. This group also supervises and works closely with an annual group of approximately 50 interns from the College of Sports Media who, as part of their academic program, provide camera operation, sound operation, and commentary for Varsity Blues sporting events. Some of these students are then brought on during the summer to support rental events. This group also supports (in association with the Facilities department) scoreboards and sport-specific timing and scoring systems throughout the Faculty's broad range of facilities.

Table 61 IT Service, 2015 to 2019.

Service	2015	2016	2017	2018	2019 (to July)	% Change 2015- 2019
Covered Events (Number of Events)	42	69	58	81	95	+126%
Covered Events (Duration in Hours)	240	363	211	374	402	+68%
Varsity Blues games streamed						

New Curricular Instructional Design Pilot

In response to increasing demand in the student body for increased flexibility in instructional delivery options, in summer 2019 the Faculty hired its first instructional designer. This pilot project is intended to take one or two courses per semester, and working closely with faculty members redevelop them into online or online/hybrid delivery models. This effort is intended to better serve students and to increase the breadth of pedagogical approaches available to our faculty. This new position will also assist faculty with the use of in-classroom technology tools aimed at improving pedagogy such as audience response systems or technology tools in support of the active learning classroom.

Other Projects

- Varsity Gates Replacement
- Warren Stevens Wireless 100% Coverage
- Clara Benson Wireless 100% Coverage
- Enterprise Active Directory Integration
- RedCap Secure Survey Tool Implementation
- RedCap Adoption as University-Wide Service
- Varsity Scoreboard Replacement
- Goldring Flood Recovery

- BrightSign Digital Signage Implementation
- Field Production Rig Design (for offside games and events)
- Helpdesk Software Replacement (Jira)
- Central Log Collection Project
- Research Poster Printing Service
- ActiveCollab Project Management
- Remark Optical Mark Recognition Test Grading
- KPE Website Redesign
- Benson Building Network Refresh

5.2.5 Advancement & Fundraising

The Advancement Department's mandate is to raise funds to enhance the Faculty's academic and co-curricular programs. The Faculty participated in the University's \$2 billion BOUNDLESS Campaign between 2005 and 2018 and raised \$56,103,413 in donations. Including \$22.5 million contributed by the Ontario Government, the total raised was \$78,603,413. The Faculty achieved 96.7% of its BOUNDLESS campaign target and this achievement is considered unprecedented at any university in Canada for a Faculty of Kinesiology or Physical Education.

The University of Toronto operates a decentralized system supported by a central Department of University Advancement (DUA). Each Faculty is responsible for hiring their own dedicated Advancement staff and managing their portfolio of prospective donors. In each case, these prospects must be cleared through a centralized database in DUA to avoid multiple asks to the same alumna/us at the same time. All academic and co-curricular fundraising projects require Provostial approval. In addition to recently approved curricular advancement projects such as the Research Centre for Exercise, Metabolism & Nutrition, the 42 intercollegiate teams continue to be priorities on the athletic side.

DUA provides central support to the Divisions in the form of prospect research, campaign collateral materials, legal advice, assistance with preparing donor agreements and providing professional development opportunities, to mention a few.

Each year, the Advancement Department staff prepare a Divisional Business Plan (attached as **Appendix 46 Divisional Business Plan**) for review by the Dean, members of his staff as well as DUA staff and is eventually sent on for approval by the Vice President of Advancement. As can be seen in the current plan, there will be a greater emphasis on raising funds for academic priority projects now that the Goldring Center capital project has been completed. The Advancement staff also continue to support the 42 intercollegiate teams. For each team, there is a Restricted Spending Plan and a revenue target that is agreed-upon by the Advancement staff, coach and intercollegiate staff. There is also a Restricted Funds Committee made up of students, staff and alumni representatives and that provides oversight and reports twice a year to Faculty Council.

There has been a renewed directive from the Vice President of Advancement to increase the “calling culture” among Development Officers and this realignment of our Advancement staff complement is now in line with what is considered best practice among U of T’s advancement peer universities.

5.2.6 Public Relations and Communications

The Public Relations and Communications team is responsible for providing strategic guidance, leadership, planning and execution of marketing communications, issue management and media relations for the curricular and co-curricular programs of the Faculty. As needed, the team (primarily the Director) provides government relations support, working with the central government relations division. The team’s mandate is met by developing, planning and implementing a wide variety of multichannel initiatives aimed at heightening awareness of the strengths of the Faculty in teaching, research, and sport and recreation (including physical activity and equity, intramurals, tri-campus league, varsity blues, junior blues, camp U of T and high performance sport academies for youth). The team, in collaboration with internal clients, is responsible for project management and production of 15 to 20 publications, an increasing number of videos and numerous events each year, across curricular and co-curricular areas. The department is also responsible for oversight and application of the KPE and varsity blues brands.

Communication Goals

It is the mandate of the PR and Communications portfolio are to support the integrated mission of the Faculty across all curricular and co-curricular activities. The goals of the team align with the goals and priorities set out in the Academic Strategic plan, namely:

- Educating and graduating a diverse student body who become productive contributors and leaders in their fields, with communications focused on;
 - Differentiating our programs from those of other universities,
 - Developing strategic recruitment plans, and
 - Promoting experiential education opportunities (research, international and mentorship).
- Strengthening recognition in research, scholarship, innovation and creative activity, with communications focused on;
 - Broadening communications and promotional vehicles to highlight our research accomplishments within and outside of U of T.
- Improving participation rates and performance outcomes across the continuum of co-curricular physical activity and sports programs, with communications focused on;
 - Increasing awareness of students that KPE facilities and programs are accessible to all U of T students and there are programs to meet diverse physical activity and sport interests; and by
 - Augmenting the organizational framework and physical infrastructure for co-curricular program operations to facilitate achieving strategic goals
- Build new capacity through investments in infrastructure, people and partnerships with communications focused on;
 - Improving visibility of KPE facilities and partnerships, and
 - Providing support for programs designed to recognize and engage KPE staff and faculty.

Highlighted Projects

- **Pursuit magazine (biannual)** – Fall and Spring issues published/year; print circulation of ~ 7,000 (also available online); 2018 Silver Leaf Award from International Association of Business Communicators for excellence in design. The magazine frequently receives accolades from the U of T president, senior administrators and esteemed alumni and donors of the University.
- **Goldring Centre for High Performance Sport (2014)** – The team led the planning and execution of the marketing communications and media relations for a series of events designed to officially open this new facility and to recognize donors/funders and to welcome students, staff and faculty into this award winning facility.
- **Academic Student Recruitment (2016)** – Secured funding and oversaw development and launch of new student recruitment brand strategy - with a new look and content for UG and G programs for publications, banners, posters and PowerPoint. Recruitment metrics in the first year showed positive impact with a 14% increase in domestic applications, 46% increase in international, 16% increase overall (as compared to 8% increase for UofT overall), 29% increase as 1st choice. Prior to this time, support for academic student recruitment had been unplanned and ad hoc.
- **Launch of new KPE website (2016)** – This was a significant undertaking, particularly given the Faculty's dual mandates with regard to curricular and co-curricular programming; a primary goal of the site was to improving the customer experience, particularly the student experience.
- **Come See What You Can Do campaign (2017)** – This campaign was developed with the goal of raising general awareness among all students that KPE-run facilities and programs are for their use and increasing broad participation in Sport & Rec programming. The colourful, playful, illustration-based ads were used to emphasize that our programs offer something for students of all interests and abilities. To this end, the message that 'we have something for everyone' is an important supporting message of the campaign. The campaign won a social good design award in 2017 from the Ontario Association of Registered Graphic Designers.
- **U of T Sport & Recreation branding created (2018)** – Awareness of KPE co-curricular programs was suffering due to a lack of understanding and awareness that programs and services provided within the KPE co-curricular portfolio are open to all U of T students. The "Sport and Rec" logo, developed in close collaboration with U of T's office of Trade Marks and Licensing, leverages the strong awareness of the T&Leaf as a symbol of athletics and activity, and expands its application to represent all physical activity and sport activities, as a symbol of school spirit and student engagement.
- **Creation of KPE media relations portfolio** – In 2018, a public relations role was established in the department for purpose of making media relations a priority, in alignment with the Academic Strategic Plan. This role is responsible for pitching research and news stories to media, liaising with central media relations and providing support to faculty and staff for media training and

interview preparation and logistics. In 2018/2019, the department reported 367 external media articles (print, radio, tv and online) as compared to 78 in 2013/2014 when the Academic Strategic Plan was launched. Also in 2018/2019, 47 articles were published in U of T news (as compared to 16 in 2013/2014), 52 articles/mentions were included in the Bulletin, 13 articles in News@UofT for alumni.

- **Annual Faculty Symposium** – The Faculty launched its first symposium in May 2011, the goal of which is to raise awareness on and off campus for the research expertise in the Faculty. The PR and Communications team are responsible for the marketing communications and media relations support for the event, including the design of the promotional materials.

For a full list of major communication projects implemented since 2013 see *Appendix 47 Major Communication Projects*.

5.3 Opportunities for New Revenue Generation

In considering opportunities for further revenue generation specifically within the academic budget, options being actively considered include the launch of continuing education courses and certificate programs, as well as consideration of offering further professional graduate degrees. Inter-divisional teaching that would accrue revenue to KPE could include a course offered to all U of T students on Personal Fitness, Health, and Wellness. Other options include academic and research-based service expansion (for a fee) and entrepreneurial research activities.

KPE Stakeholder Perspectives

“Sport and Recreation products and services represent a large portion of the typical budget and yet the quality and volume of activity in terms of having patents, companies and other entrepreneurial activity is limited. There is great potential that could be leveraged in the Faculty that could provide opportunities for students but also for faculty members to develop profitable spin-off companies.”

- KPE Faculty Member

Opportunities for new revenue generation were discussed at the Faculty of Kinesiology and Physical Education Professoriate Retreat held on May 2, 2019. Some suggestions discussed for new revenue streams were as follows: host an annual KPE research conference to generate research revenue, establish a rehabilitation program/centre to generate revenue in addition to placement opportunities for students, and use student experiential learning opportunities for new revenue generation.

“The enrolment strategy has provided financial degrees of freedom to increase the faculty complement and overall research capacity of the Faculty. More recently there has been a positive shift in fundraising efforts towards academic initiatives and fundraising for research.”

- KPE Faculty Member

Long-Range Planning Challenges

6. Long-Range Planning Challenges

6.1 Faculty Complement Plan

As of September 2019, the faculty complement plan consists of the following:

- Tenure Stream --- 10 full professors (including the dean), 8 associate professors, 7 assistant professors, and two tenure stream searches ongoing;
- Teaching Stream --- 5 associate professors, 4 assistant professors (including 1 contractually limited term appointment and 1 part-time lecturer);
- Senior Athletic Instructors --- 8 members whose primary duties are as head coaches of varsity teams.

The student to faculty ratio in KPE is currently 39.4:1 and is the highest among all divisions at the University of Toronto. The explosive growth of student recruitment in the past few years out-paced the growth of faculty members and student services. The Faculty definitely finds itself in a position of playing “catch-up” in terms of faculty complement and the space required to accommodate them and their research.

KPE Stakeholder Perspectives

“I question the timing of developing new academic programming in light of student-to faculty ratio and the demands it poses on teaching responsibilities.”

- KPE Faculty Member

“One opportunity in the Faculty that excites me is our stand-out faculty and expansion of faculty hiring plans that will allow for new course options.”

- KPE Faculty Member

6.2 Enrolment Strategy

6.2.1 Overall Enrolment

Student enrolment in undergraduate, doctoral-stream graduate and professional graduate has increased substantially over the past eight years, with small deviations from University of Toronto expectations. KPE has steadily grown. With the introduction of the new Masters of Professional Kinesiology (M.P.K.) program and the growth of the undergraduate and doctoral-stream graduate programs, KPE faces the challenges of recruiting for a more inclusive and higher quality student body.

6.2.2 Undergraduate – B.Kin.

In 2017, just under 50% of applicants to the BKin program received offers of admission and approximately 15% of applicants registered. In 2018, this trend resulted in 2098 applicants, 942 admissions and 277 registrants. 29.06% of registrants had a GPA of 90 or above.

The vision for 2019-2020 (see table 69) is to increase the number of applicants to over 3000, including enhancing the diversity of the applicant pool (specifically, increasing the numbers of racialized and Indigenous applicants). With the increase in applicants, KPE has a recruitment goal of decreasing the number of admissions thereby enhancing the quality of registrants.

Table 62 B.Kin. Enrolment Targets.

Recruitment Goal	Metric	Current	Target
1. Increase applicants	# of applicants	2098	3000+
2. Reduce admits	# of admits	942	650
3. Maintain registrant numbers	# of registrants	277	250 – 280
4. Enhance quality of registrants	% of class with 90+ GPA	29.06	30%
5. Enhance recruitment sustainability	# of high schools with 10+ applicants	16	30+
6. Enhance diversity of student registrants (i.e., racialized, indigenous)	# of students self-identified as racialized students	Not collected	6+
	# of students self-identified as indigenous	1	
7. Maintain out-of-province and international registrants	# of out-of-province registrants	47	45
	# of international registrants	37	50

Recruitment goals also include maintaining out-of-province and international registrants and enhancing recruitment sustainability by increasing the number of high schools with 10 or more applicants from 16 to over 30.

6.2.3 Professional Graduate – M.P.K.

In 2017, just over 70% of applicants to the M.P.K. program were admitted and approximately 40% of applicants registered in the program. In 2018, there were 80 applicants and 36 registrants. 50% of registrants had GPAs of over 80%.

KPE's M.P.K. recruitment goals (see table 70) include doubling the number of applicants, maintaining the number of registrants and enhancing the quality of registrants by ensure that 100% of registrants have GPAs of over 80%.

KPE also has the goals of maintaining the numbers of out-of-province and international applicants and enhancing recruitment sustainability by increasing the number of universities with five or more applicants to the M.P.K. program.

Table 63 M.P.K. Enrolment Targets.

Recruitment Goal	Metric	Current	Target
I. Increase applicants	# of applicants	80	150-200
II. Maintain registrant numbers	# of registrants	36	44-46
III. Enhance quality of registrants	% of cohort with 80+ GPA	50%	100%
IV. Enhance recruitment sustainability	# of postsecondary universities with 5+ applicants	3	10
V. Maintain out-of-province registrants	# of out-of-province registrants	6	6
	# of international registrants	3	4

The M.P.K. program faces unique recruiting challenges as a new program and as the first of its kind. KPE must build awareness around the M.P.K. program and the career possibilities for graduates, as well as reaching out to different audiences.

There are also opportunities for high quality recruitment into the M.P.K. program: KPE and the University of Toronto both have good reputations and histories of recruiting good people, and the University of Toronto additionally has a commitment to the increase of graduate and professional programs.

6.2.4 Doctoral-Stream Graduate – M.Sc. and Ph.D.

In 2017, approximately 40% of applicants to each of the masters and doctoral programs were offered admission to the respective programs and approximately 30% of applicants registered in each program. In 2018, there were 31 doctoral applicants and 76 masters applicants which yielded 14 doctoral registrants, 17 masters registrants and 1 part time masters registrant.

KPE's goal (see tables 71 and 72) is to double the number of applicants in each of the doctoral and masters programs and maintain the number of registrants (with a slight increase to doctoral registrants) while simultaneously enhancing the quality of applicants, measured through the percent of doctoral applicants with tri-council funding and percent of masters applicants with 4.0 GPA.

Additionally, KPE has a goal to increase the number of racialized and Indigenous registrants in doctoral-stream programs, in line with the Faculty's Task Force on Race and Indigeneity recommendations and the Faculty's commitment to access, inclusion and equity.

Table 64 M.Sc. Enrolment Targets.

Recruitment Goal	Metric	Current	Target
I. Increase applicants	# of applicants (Based on complete applications)	76	130
II. Maintain registrants	# of registrants	17 + 1 PT	25
III. Enhance quality of applicants	% of cohort with 4.0 GPA	16%	35%
IV. Enhance diversity of student registrants (i.e., racialized, indigenous)	# of students self-identified as racialized students	Not collected	
	# of students self-identified as indigenous	Not collected	

Table 65 Ph.D. Enrolment Targets.⁴

Recruitment Goal	Metric	Current	Target
I. Increase applicant numbers	# of applicants (based on paid applications)	31	60
II. Slightly increase registrants	# of registrants	14	15
III. Enhance quality of applicants	% of cohort with tri-council funding	0	2
IV. Enhance diversity of student registrants (i.e., racialized, indigenous)	# of students self-identified as racialized students	Not collected	
	# of students self-identified as indigenous	Not collected	

6.2.5 Addressing Common Challenges

Challenges common to recruitment in each of the program types are: the recruitment of racialized and Indigenous students; the enhancement of recruitment sustainability and enhancement of quality of applicants.

KPE's 2019-2020 recruitment plans address these three common challenges in three main ways: (1) communication; (2) data collection; and (3) outreach and partnerships. KPE intends to develop online networks, webpages and social media presence to showcase KPE research, students and graduates so that information about graduate careers, the amazing work KPE researchers do and student experiences are readily available. KPE will develop ethical means to collect data on graduate careers (in particular, for the M.P.K. program) to share with prospective students and on racialized and Indigenous registrants as an internal metric of access, equity and inclusion for racialized and Indigenous students. Last, KPE has developed outreach and partnership plans to continue to diversify and add to the audiences it reaches, including the development of plans to prioritize particular schools as feeder schools for its B.Kin. and Doctoral-stream masters programs. KPE also established the Top 30 PhD program to recruit high quality doctoral students. KPE has identified events and methods of reaching prospective students through its student ambassador programs, and has created several annual recruitment events. For 2019-2020, KPE plans to introduce M.P.K.-specific recruitment events.

⁴ Note: Ph.D. recruitment remains a challenge and we have not successfully achieved current Ph.D. enrolment projections.

6.3 Student Financial Aid

Augmenting the recruitment efforts outlined above, needs-based scholarships will be offered in 2019-20 for indigenous student applicants. Accounting for expected increase in student financial need, additional resources have also been budgeted within the curricular funds for student financial need across both the undergraduate and graduate programs.

6.4 Development/Fundraising Initiatives

As mentioned earlier in the report, there are several recently approved academic advancement projects.

KPE Stakeholder Perspectives

“A change I would like to see in the Faculty is additional infrastructure to meet the demands of expanded undergraduate and graduate programs. I would also like to see greater emphasis on raising funds to support scholarships, PhD funding, research projects and admin staff support.”
- KPE Faculty Member

6.5 Management and Leadership

There has been significant organizational change since the last self-study. The motivation for the establishment of the Vice-Dean Academic Affairs position was founded in a belief that the changes would result in a more cohesive approach to learning and teaching at both the undergraduate and graduate program levels. The motivation for dissociating the former Associate Dean Graduate and Research position into a dedicated Associate Dean Research position was to address the research priority identified in our Academic Plan. We believe these changes were key to many of the progressive and constructive initiatives and advances that have occurred within the Faculty’s academic and research enterprises. There is no plan to change that academic management/leadership structure. Similarly, the evolution of what was an Assistant Dean staff position that leads Co-curricular Sports and Equity to the Executive Director of Athletics and Physical Activity is also perceived as being associated with staffing efficiencies and more effective management of the KPE co-curricular programs. There are no plans for major changes to the organizational structure of our KPE leadership/management.

The Faculty’s dual mandate, curricular and co-curricular, is an increasingly rare construct in institutions of higher education. Although principles of economies of scale would suggest a leveraging of resources that benefits both curricular and co-curricular programs, the fact remains that with very few exceptions among research intensive universities in North America, sports and athletics are a student service that is managed and administered by the institution’s student services framework. The question remains as to whether both mandates are adequately and effectively served by having a single dean whose responsibilities are distributed among both mandates.

KPE Stakeholder Perspectives

At the Faculty of Kinesiology and Physical Education Professoriate Retreat held on May 2, 2019, long-range planning goals for the Faculty were discussed.

At 2019 professoriate retreat, suggestions under the scope of long-range planning in research included greater collaboration between faculty members (space, equipment, resources, services, etc.) and increased interdisciplinary research, as well as more research support staff (though this has already improved recently), and greater collaboration with external faculties and corporations.

At 2019 professoriate retreat, suggestions under the scope of long-range planning in academic programming included greater breadth and diversity of course offerings, improved allowance for specialization and streams, improved accessibility and health and wellness resources, more research and experiential opportunities for students, improved technology, and more international learning opportunities.

At 2019 professoriate retreat, suggestions under the scope of long-range planning in organizational structure included growing a more diverse faculty, improved synergies between curricular and co-curricular programming, improved and expanded resources, more opportunities for research collaboration, improved knowledge translation, greater awareness and learning from international or minority communities, and improved spaces/facilities.

“One opportunity in the Faculty that excites me is the long range planning ongoing in the co-curricular programs. Also, the plans and receptiveness for continuing education initiatives.”

- KPE Faculty Member

International Comparators

7. International Comparators

7.1 QS World Ranking

This year's [QS World University subject rankings](#) revealed the University of Toronto remains the highest-ranked university in Canada in five broad subject areas. U of T placed in the top ten globally in six QS subjects: library and information management (3rd), pharmacy and pharmacology (4th), **sports-related subjects, including sports and exercise sciences, kinesiology and physical education (5th)**, education (7th), nursing (7th) and anatomy and physiology (8th).

QS World University subject rankings is the only ranking system that specifically ranks sports-related subjects, including sports and exercise sciences, kinesiology and physical education. This ranking system uses academic and employer review surveys to measure an institution's reputation by subject. They refer to Scopus, an abstract and citation database, to compile information about faculty members' impact and productivity. All data comes from third-party sources, not from the institutions themselves.

U of T ranked first in Canada in 30 of the 45 subject areas in which it was ranked, tying for first with another Canadian university in one subject. It was also one of a handful of universities that ranked in the top 25 for 34 subjects. Only six other universities ranked in the top 25 in more subjects. They are: University of California, Berkeley, University of Cambridge, Harvard University, University of Oxford, Stanford University and University of California, Los Angeles.

KPE Stakeholder Perspectives

“Consistent with the academic plan, we have improved the way we value research and are thus moving in the right direction to enhance our research profile to that of Canada’s best research institution that aspires to be in the top 10 research institutions in the world. I don’t think we’re there yet, but how we value this has improved and needs to continue on that trajectory.”

- KPE Faculty Member

Co-Curricular Programs

8. Co-curricular Programs

The Faculty of Kinesiology and Physical Education prides itself on the strength of its co-curricular programming. The co-curricular portfolio includes oversight over the recreational/drop-in, intramural, clubs, instructional, personal training and varsity athletics programs as well as physical activity campaigns across campus, Camp UofT (the University of Toronto summer camps) with major focus on equity in and access to physical activity, education and programming. Each part of the co-curricular portfolio has public-facing and student services aspects and the front-line customer service staff of the athletics facilities came also fall under the purview of co-curricular programming in KPE, migrating from operations and finance.

Annual Sport and Recreation Year in Review reports are assembled each summer for the previous year. Year in Review reports from 2010-2011 until 2017-2018 are provided in ***Appendix 48 Year in Review Reports***. In 2015, the organizational structure changed from having an Assistant Dean of Co-curricular Physical Activity and Sport to having an Executive Director of Co-Curricular Athletics and Physical Activity with two Assistant Directors. Currently, the co-curricular portfolio is directed by one Executive Director and one Assistant Director.

Students pay for the use of the athletic facilities for the academic year annually through their incidental fees. As indicated in the table of facility use in 2017-2018 below, there were over 35,500 individual student users over the year and over 400,000 visits to athletic facilities.

8.1 Participation

Table 66 Facility use 2017-2018 (taken directly from the 2017-2018 Sport and Recreation Year in Review report).

Student Participation

FACILITY	STUDENT GROUP	INDIVIDUAL USERS			NUMBER OF VISITS		
		M	F	Totals	M	F	Totals
Athletic Centre	Undergrad FT	5,905	5,504	11,409	109,247	74,408	183,655
	Undergrad PT	830	389	1,219	15,340	4,937	20,277
	Graduate FT	2,063	1,726	3,789	46,570	23,332	69,902
	Graduate PT	55	46	101	1,253	712	1,965
Total		8,853	7,665	16,518	172,410	103,389	275,799
Varsity Centre	Undergrad FT	2,976	2,134	5,110	12,272	6,612	18,888
	Undergrad PT	309	203	512	971	329	1,300
	Graduate FT	500	341	841	2,484	1,193	3,677
	Graduate PT	24	21	45	95	25	120
Total		3,809	2,699	6,508	15,822	8,159	23,981
Goldring Centre	Undergrad FT	4,672	4,739	9,413	58,854	42,491	101,363
	Undergrad PT	457	342	799	7,293	2,786	10,079
	Graduate FT	1,059	1,139	2,198	18,713	12,672	31,385
	Graduate PT	31	41	72	454	422	876
Total		6,219	6,261	12,480	85,314	58,371	143,685
Grand Totals		18,881	16,625	35,506	273,546	169,919	443,465

U of T Sport & Rec Year in Review

The athletic facilities also serve members of the Toronto public, who pay for the services and programs offered through membership fees. Discounts are offered to staff, faculty, recent alumni, seniors and other University of Toronto affiliates. Membership can be accessed for a day, month, semester or year. As a benchmark, a full year community membership is \$867.00. More detailed pricing information can be found on the [membership plans webpage](#) and aggregated membership revenue can be found in the 'budget' section below.

8.2 Facilities

Athletic programming on the University of Toronto St. George (downtown) campus largely takes place at four locations:

- (1) Goldring Centre for High Performance Sport
 - 2,000 seat, international-standard field house for court sports

- State-of-the-art strength and conditioning centre, including versa machines, several squatting machines and sled
- Sport science laboratories for teaching and research
- Sports medicine clinic
- Studio space (for athletic classes)
- Free day lockers

(2) Athletic Centre

- Three gyms
- Three pools
- A large strength and conditioning centre
- An indoor 200-metre track and four multipurpose courts
- Steam rooms
- One dance studio
- Cardio machines
- Eleven squash courts
- Free, convenient day lockers

(3) Varsity Centre and Varsity Arena

- 5,000 seat stadium
- A 400-metre eight-lane track
- Artificial turf field with a dome for winter use (winter use includes use as additional space for intramurals, drop-in sport and a driving range)
- 4,000 seat arena

(4) Back Campus Fields

- Two all-weather outdoor turf surfaces

The University of Toronto Scarborough and Mississauga campuses run their own athletic facilities. Students from the tri-campus who have paid incidental fees are entitled to access to the St. George campus athletics facilities.

8.3 Drop-In Programs

Drop-in program participation rates have been increasing. To illustrate, in 2017-2018 participation increased by 17% in table tennis, 35% in hockey and 25% in yoga. In response to increasing demand and participation rates, some registered classes (e.g. yoga), which add cost and commitment for students, were made available as drop-in classes to allow more students to participate at no extra cost (drop-in classes are included in student membership, whereas registered classes incur an additional fee).

Equipment rental for drop-in programming is available, most at no cost to students and some at low cost (\$5 or less). Equipment includes a range of sport balls (e.g. basketballs, volleyballs, dodgeballs, footballs, rugby balls, soccer balls), field sport equipment (including for golf, cricket and field hockey), sticks,

racquets and bats, pool equipment and equipment for skating. A full list of equipment available can be seen in the 2017-2018 Sport and Recreation Year-in-Review (*Appendix 48 Year in Review Reports*).

8.4 Instructional and Personal Training Programs

There were 323 instructional programs in 2017-2018 with 1,825 participants (61% women), which represented a 2% increase in participation from the previous year.

There were 494 participants in novice level programming, which teach fundamental skills at beginner levels:

- 151 participants in novice swimming programs
- 123 participants in strength and conditioning novice programs
- 220 participants in sport novice programs (including squash, skating, tennis, golf and fencing)

In order to increase access to instruction and recognizing that cost is a barrier to learn new activities, the prices for novice instructional programming were reduced.

Participation in personal training programs increased by 75% in 2017-2018. This high increase in participation is due to promotional efforts during the holidays and non-student promotions that targeted faculty and staff during the quieter spring and summer terms.

8.5 Intramural, Clubs and Tri-Campus Development League

The Faculty of Kinesiology and Physical Education co-curricular portfolio runs the University of Toronto intramural leagues, a number of sport clubs and the Tri-Campus Development League (referred to as 'D-League').

Intramurals at the University of Toronto are composed of 844 teams in 65 leagues. In intramurals in 2017-2018, a total of 12,582 people (5,644 women, 7,208 men) played 2,314 games and 33 tournaments.

Students participate in intramurals as players, coaches, team managers, scorekeepers, referees, photographers and game managers. In 2017-2018, the intramural program hired 145 staff (primarily University of Toronto students) to referee and manage games, input scores and schedules and run tournaments.

In 2017-2018, the intramural program expanded and drew on student club partnerships to include a marquee event on International Women's Day. The event gave 161 woman-identified students an evening of new sports, activities and a panel discussion featuring Olympians and National Team Athletes.

Athletics clubs at the University of Toronto engaged more than 700 students, alumni and community members in 2017-2018. The list of clubs includes the cheerleading team, the dance team, karate club, kendo club, lifeguarding club, masters swimming club, pom team, synchronized swimming club and triathlon club. The clubs are all high quality, with some demonstrations including qualification in the 2019 World Triathlon Grand Final in Switzerland (triathlon club) and performance at Varsity games, on-

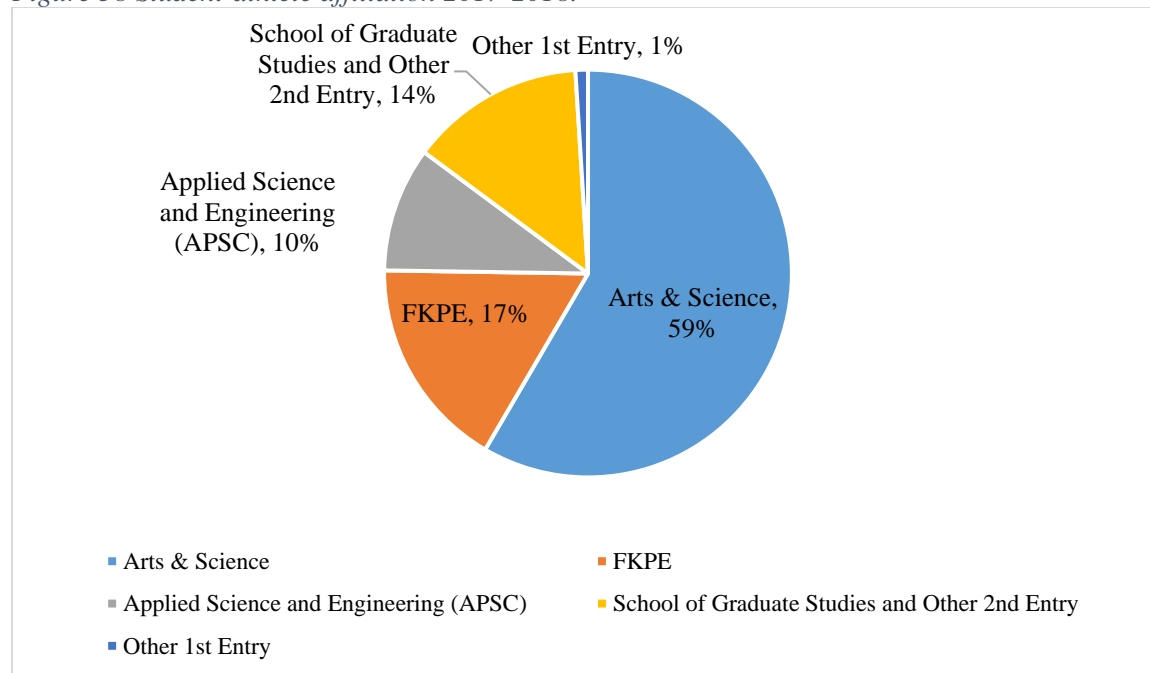
campus events and off-site competitions (pom, cheerleading and dance teams). The clubs partner with intramurals and athletics to produce excellent programming.

Finally, [D-League](#) is a tri-campus intramural league open to all students which hosts the highest level of sport competition outside of the Varsity program. The league includes sport skill development with coaches and playing in competitive games with registered officials. D-League has 8 leagues with 32 teams in 5 sports. There were 68 D-League coaches who coached 488 athletes through 136 games in 2017-2018. Students enjoy the high level of competition of D-League, its tri-campus reach and the distinction from Varsity programming by which D-League requires less time commitment and travel.

8.6 Intercollegiate and High Performance Sport

The Varsity Blues is the largest intercollegiate program in Canada, with 44 teams and 840 student-athletes that represent all undergraduate divisions, graduate studies and all three campuses. It has 35 head coaches, 194 assistant coaches (over 80% volunteer) and support staff who lead 20 women's, 20 men's and 4 combined teams. In 2017-2018, 5,130 students attended a Varsity Blues hockey, football, volleyball or basketball game. The sport-model for the Varsity Blues teams can be found [on the University of Toronto Intercollegiate Sport Model website](#). 17% of student-athletes are students in KPE. The pie chart below illustrates Varsity student-athlete affiliation.

Figure 38 Student-athlete affiliation 2017-2018.



33% of the intercollegiate budget (\$2.1 million) is funded through team fundraising, donations, endowments and sponsorship.

There are four pillars to the Varsity Blues program: academic excellence, athletic excellence, leadership development and community service.

Speaking to **academic excellence**, 29% of Varsity athletes, 121 women and 126 men, achieved academic excellence award standing in 2017-2018 with Grade Point Averages greater than or equal to 3.5. There is a 92% graduation rate among Varsity Blues athletes.

To foster **academic excellence** amongst student-athletes, the Faculty delivers targeted orientation sessions and has a dedicated Student-Athlete Services office. Athletic excellence is exemplified in the Varsity Blues program by the high achievements: in 2017-2018, the Varsity Blues amassed a total of 12 championships. There was one national champion (Women's Cross Country) and 11 provincial champions (Badminton, Baseball, Men's Fencing, Women's Fencing, Figure Skating, Women's Golf, Mountain Biking, Men's Swimming, Women's Swimming, Men's Water Polo and Women's Polo). Additionally, individuals in the Varsity Blues program achieved success. In 2017-2018, there were: 102 provincial All-Stars, 34 U Sports All-Canadians, 6 Ontario University Athletics (OUA) Coaches of the Year, 1 U Sports Coach of the Year, and 247 Academic All-Canadians and OUA Achievement winners. Eleven University of Toronto Varsity Blues student-athletes also represented Canada in various international competitions.

Leadership development and **community service** are exemplified through the Varsity Blues multiple equity, access, mentorship and community programs. Some of the flagship programs include: Blues Buddy Up and Toronto District School Board (TDSB) and Toronto Catholic District School Board (TCDSB) School Days, Athlete Ally and the Ask First campaign. The Blues Buddy Up program is a community outreach initiative designed to help elementary students develop leadership skills. Varsity Blues athletes created and now deliver this program to students from grades four to six, helping them develop personal and interpersonal skills. In 2017-2018, the Blues visited four schools, reaching 400 students in 13 classes through 28 Varsity Blues athlete-facilitated sessions. As part of TDSB and TCDSB School Days, the Varsity Blues host an annual hockey game against local Varsity rivals the Ryerson Rams (Ryerson University) and invite over 1,000 elementary school students, teachers and principals to cheer on the Blues. Athlete Ally is a student-driven initiative to combat homophobia and transphobia in sport, offer through education and awareness and support LGBTQ+ students in their athletic success. The Varsity Blues participate in the Ask First campaign, a campaign developed by students and student services staff to raise awareness of consent and prevent and address sexual violence on campus. The Varsity Board looks to engage student-athletes in these four pillars of Varsity Blues Athletics (academics, athletics, community service, and leadership). Varsity Board is a standing committee of the Faculty's Council of Athletics and Recreation and consists of one representative of each of the 42 Varsity Blues teams. Varsity Board acts as a sounding board on all matters affecting intercollegiate athletics. The board meets approximately once per month throughout the academic year.

8.7 Events

In 2018-2019, several intercollegiate sport events were hosted at the Scarborough tennis courts and diamond, Goldring Centre for High Performance Sport, Athletic Centre, Varsity Centre/ Stadium, Varsity

Arena and Back Campus. A list of sports and the associated tournaments, games and meets are summarized below.

Table 67 Intercollegiate events hosted at the University of Toronto in 2018-2019.

IC 2018-2019	Game	Tournament	Meet
Basketball	31	10	
Volleyball	24	1	
Fencing		3	
Squash		3	
Track			6
Hockey	41	3	
Figure skating		1	
Rugby	7		
Soccer	20	4	
Football	5	2	
Lacrosse	6	9	
Field Hockey	6	6	
Swim			18
Water polo		5	
Total:	140	47	24

Some athletic spaces are available for rent to community groups and external organizations. Some athletic spaces may also be booked for free by University of Toronto student clubs through an application system. Exemplifying their high quality of coaching and their involvement and relationships in broader sports contexts, University of Toronto coaches are involved in national and international events as well. In 2018-2019, Varsity Blues coaches coached at:

- FINA World Swimming Championships (Gwanju, South Korea)
- FISU Summer Universiade (Naples, Italy); three head coaches, one assistant head coach and one communications officer
- 2019 IAAF World Relays (Yokohama, Japan)
- 2019 NACAC U23 & U18 Championships (Queretaro, Mexico)
- 2019 OUA Women's Basketball All-Star Showcase (York University)
- 2018 Commonwealth Games (Gold Coast, Australia)
- 2018 Pan Pacific Championships (Tokyo, Japan)
- 2018 U SPORTS men's hockey all-star series (vs Team Canada Juniors, Victoria, B.C.); one team leader
- 2018-19 Volleyball Canada Men's Senior B Team

8.8 Budget

The co-curricular budget is separate from the curricular budget. The detailed approved budget from 2017-2018 is provided in *Appendix 49 Co-curricular budget plan, 2017-2018 (approved) and 2018-2019 (draft)*.

As programming grows, so do revenues and staffing expenses. Student fees increase incrementally. The main revenue streams for co-curricular projects and operations include fundraising, endowments, grants, alumni donations, awards, programming and student fees.

8.9 Community Engagement and Inclusive Programming

There are many ways in which the Faculty's co-curricular programs promotes community engagement and inclusion. Some of the most notable community engagement and inclusion programs include: Camp U of T, Junior Blues, MoveU, Equity Ideas Fund and Trans-positive Swim.

[Camp U of T](#) is the summer camp run through the Faculty of Kinesiology and Physical Education with 28 camp programs for children ages four to sixteen years. In 2017-2018, the camp served more than 4,144 children and youth in the Greater Toronto Area, including seventeen one-to-one Camp U of T programs for children who could not otherwise attend due to disabilities. Camp U of T employs 116 students (66% of the 178 total staff) who receive unmatched Faculty of Kinesiology and Physical Education training (30 hours). Programming spans a range of sport-related camps in a variety of sports, dance and also in sport business (for older participants) and digital media. Camp U of T also has March Break camp programming in the winter.

[Junior Blues](#) programming offers youth ages four to sixteen years a large variety of opportunities to develop and learn skills to move their bodies during the fall and winter. In 2017-2018, Junior Blues employed 237 staff, of which 197 were University of Toronto students.

Together, in 2017-2018, Camp U of T and Junior Blues programming provided sport and leadership opportunities to 8,699 participants, of which 96 accessed adaptive and inclusion programs. Additionally, there is a 15% discount for Student Parents to enroll their children in these youth programs. In 2017-2018, the Family Care Office, Junior Blues and Intercollegiate Program facilitated physical literacy events for 18 University of Toronto families.

MoveU uses a peer-to-peer engagement model to help all students feel welcome in KPE spaces and programs so that they can participate in physical activity. MoveU runs a large variety and number of physically active events for all students. In partnership with Hart House, the MoveU Crew brought 21 fitness classes to 1009 students as part of mobile MoveU programming which allows Faculties/Colleges to request up to four classes per year to come to their spaces. MoveU also runs 'Brain Break' programming, which brings group stretching classes and short physical activity opportunities to the libraries during exam times. 'Movement Breaks' are 10-15 minute movement sessions and are another piece of MoveU programming. In 2017-2018, 1628 students participated in 21 'Movement Breaks'

classes. Events, such as skating, Play Day and Learn to Run, are also hosted through MoveU. 1033 students participated in MoveU events in 2017-2018, and 404 students participated in over 43 runs as part of the successful Learn to Run program. MoveU partners with other on-campus organizations (for example, Student Life's First in the Family program) to facilitate inclusive and fun movement programs and events by providing equipment (e.g. yoga mats, Giant Jenga) for student events or creating events, such as skating, for particular groups on request.

KPE co-curricular administers the Equity Ideas Fund, through which student groups and clubs can apply for up to \$500 for initiatives that align with Athletic's Diversity and Equity team's strategic objectives. The fund allocates a total of \$5000 per year. Some of the highlights from projects selected for funding from 2017-2018 include the Muslim Student Association's 5km Charity Run, a year-long Art and Mindfulness exhibit on the student experience and mental health from the Master of Museum Studies Program and a Tinikling Filipino traditional folk dance workshop from the Filipino Student Association of Toronto.

The trans-positive swim introduced in September 2017 at KPE makes the University of Toronto the first Canadian university to offer an ongoing drop-in swim time specifically addressing the needs of the trans student community. In 2017-2018, the program provided a safer, inclusive swimming environment with privacy measures in place for more than 150 students. The program continues to provide this safer space and gain popularity.

8.10 David L. MacIntosh Sport Medicine Clinic

The Macintosh Sport Medicine Clinic provides preventive and therapeutic multi-disciplinary sport medicine services in clinical and field (sport) settings to a variety of client groups, including varsity athletes, other U of T students, high-performance athletes who are not students, and non-students who are recreationally active.

The sport medicine service includes both clinical and field care components.

8.10.1 Clinic

The clinical service, which operates as the David L. MacIntosh Sport Medicine Clinic, is descended from the former Hart House Surgery, which operated from 1938-1978. The combined entity is, to our knowledge, the oldest dedicated sport medicine service in the world. When the current Athletic Centre opened in 1978, the Hart House operation, which was staffed by Dr. MacIntosh, an orthopaedic surgeon from Toronto General Hospital, was moved here, and merged with the "Athletic Injuries Clinic". That service comprised 1.5 full-time equivalent (FTE) athletic therapists whose sole responsibility was to care for varsity athletes.

The merged clinical entity has evolved since then. It has grown to include a broader representation of the professions and disciplines involved in sport medicine. Its hours and space have expanded, such that the volume of services provided has grown by at least an order of magnitude since 1980. It was, in stages, opened to clients other than varsity athletes – initially other students and eventually the general public as well. It was named in Dr. MacIntosh's honour in 1990.

The clinic provides support for the Faculty's "co-curricular" athletics and physical activity programs through the provision of sport medicine services in the clinic, and in field care settings.

The MacIntosh Clinic is multi-professional, in that our health care staff is derived from a broad spectrum of professions and disciplines. Currently, the clinic staff is comprised of the following professionals:

Professional staff:

- 9 primary care sport physicians comprising 2.5 FTEs;
- 6 full-time orthopaedic and sport physical therapists; one of whom is our Head Therapist;
- 2 full-time athletic therapists;
- 2 full-time athletic + sport massage therapists;
- 2 sport massage therapists comprising 1.2 FTE; and
- 1 concussion director who holds weekly clinics.

Consulting services:

- 1 orthopaedic surgeon who holds 3 clinics monthly;
- 1 Podiatrist who holds weekly clinics; and
- 1 nurse practitioner who holds weekly clinics during the course of the fall and winter term supporting the concussion team.
-

Varsity support services with additional professional staff including:

- 1 embedded counsellor who holds weekly clinics during the course of the fall and winter term supporting varsity athletes; and
- 1 dietitian who holds weekly clinic during the course of the fall and winter term supporting varsity athletes.

Administrative staff:

- 1 full-time clinic manager;
- 3.6 full-time administrative assistants;
- 3 – 4 part time clinic aides who are students at the University of Toronto; and
- administration is also performed by our Head Therapist and our Medical Director.

The clinic operates approximately 50 weeks per year (we are closed during the University's annual winter holiday). It is open for business for approximately 2,700 hours per year. Annually we perform around 25,806 client-services, of which 6,782 are medical services, and 18,232 are therapy services. The remainder of the service are provided by consultants. These services can be broken down by client group, in that they are provided to varsity athletes (46%), other U of T students (33%), and recreationally-active non-students (21%). Analysis by client sex reveals 45% of visits with females, and 55% with males.

Medical services are remunerated by OHIP (or by other provincial health care plans), regardless of client category. Overall, the medical service approximately breaks even.

Therapy services are remunerated differently for different client categories. Recreationally-active non-students pay fees for therapy services (\$120 for an initial assessment and \$80 for follow up care); many of them can recover some portion of those fees through private insurance policies. Therapy services to U of T students are supported by our base budget, which is, a portion of the students' compulsory athletics fees, and students pay an administrative fee of \$80.00 annually for the period from May 1 – April 30.

The clinic's comprehensive concussion program offers physician services, education sessions with a nurse practitioner, and functional concussion assessment and follow up services. The physician services are covered by OHIP (or by other provincial health care plans), and functional assessment fees are \$200 for recreationally-active non-students, \$150 for students, and internally subsidized for varsity students.

8.10.2 Field Care

The term "field care" is used here to denote sport medicine services provided at athletic venues, whether they are fields, courts, gyms, arenas, tracks, or stadia. The field care service was rudimentary prior to 1978, involving only the above-mentioned 1.5 FTE athletic therapists, and physicians seconded from Health Service to cover football and men's ice hockey games. Field care services were provided only to four teams. Since 1989, it has undergone significant evolution, to its current state, described below.

The clinic provides services at intercollegiate practice and competition venues, which we denote as "field care". The policies that govern the extent of such services provided for various programs has been determined from time-to-time by task forces and/or ad hoc committee of the Athletics and Recreation Council. Varsity sports were divided into divisions which dictates the duration and extent of field care services. It takes into consideration two goals: risk management and performance enhancement.

The football program has a certified therapist attend all of its games (home and away) and practices, accompanied by several student therapists at each practice or game. All other sports deemed to be at significant risk of major injury (rugby, ice hockey, wrestling, lacrosse, basketball, volleyball, soccer) or lower risk high performance programs (swimming, track and field) have a staff therapist covering their home games or events, and all playoff games (whether home or away), in addition to having a student therapist cover all practices and games. As required by OUA rules, we provide physician coverage for all home football games, and we provide physician coverage at home men's ice hockey games. Our physicians also voluntarily (unpaid) cover a number of other contests, typically many basketball and volleyball matches, in addition to some other events.

Other sports receive some coverage by student therapists for home games. If we host an OUA championship in any sport, we provide coverage by a staff therapist, and an on-call physician.

8.10.3 Synergies with Research and Academic Programs

The sport medicine service has not historically had a formalized primary role in any of the university's academic programs; however, it has been informally or indirectly involved for many years.

KPE Undergraduate Education

In 1991, Doug Richards, who was then the Head Sport Physician of our service, was seconded to teach a course in the undergraduate BPHE curriculum. His involvement increased over subsequent years, eventually resulting in his formal appointment as a member of the teaching faculty. Michael Hutchison, who helps oversee our concussion services and is a registered Kinesiologist, recently joined the KPE professoriate. Other staff members have not had such formal appointments, but have, from time-to-time, been involved as guest lecturers or seminar participants in undergraduate activities.

More broadly, the sport medicine service offers “leadership placements” (experiential opportunities) as a field care assistant to KPE students. They receive credit for these placements. Presently, we place approximately 35 KPE students per year. We have the capacity to involve more.

KPE Graduate Education and Research

The sport medicine service per se has had no formal mandate to participate in graduate education or research.

Over the last 15 years, a few EXS graduate students have done research projects that involved clinic staff members.

Doug Richards, by virtue of his academic appointment in KPE (not formally part of the sport medicine service) conducts a research program and participates in undergraduate and graduate education in KPE. Michael Hutchison has a number of concussion related studies that leverage the MacIntosh Clinic as a clinical research platform, providing graduate training opportunities. The Head Therapist and staff therapists have been involved in teaching and supervising the MPK SELO P.R.I.M.E. program. We have long expressed a desire to increase the involvement of the MacIntosh Clinic and its pool of patients in research.

Other University of Toronto Divisions

The clinic offers practical learning experiences in the form of clinical placements to several other departments of the university, all within the Faculty of Medicine. We are one of the two primary sites of placement and learning for the University of Toronto Sport and Exercise Medicine Resident Program, which annually accepts two or three third-year post-graduate physicians for resident training in sport and exercise medicine. They each spend one to two days per week in the MacIntosh Clinic for the duration of their twelve month fellowship.

The clinic also has other post-graduate medical students, typically residents in family medicine, but also in some other specialties, who are supervised by our staff physicians, typically 1 or 2 days per week. We have limited numbers of placements for undergraduate medical students. We provide clinical placements for students in Physical Therapy, typically several per year; these are usually 5 week full-time placements. We also provide 5 work study placement to students.

External Programs

The clinic provides 8 or more clinical and field care placements for students from other post-secondary educational programs, including athletic therapy programs at Sheridan College and York University. It should be noted that these students are an integral part of our field care service. We could not function without them. We have suggested that it would perhaps be better if we had our own students in such programs, as we face significant administrative and logistical issues utilizing students from external programs.

KPE Stakeholder Perspectives

On a scale of 1-5, with 5 being high quality and 1 being low quality, on average the quality of synergies among the Faculty's co-curricular, academic, and research programs was rated as 3.3 by KPE students and faculty members.

References

Cooperrider, D. L. & Srivastva, S. (1987). Appreciative Inquiry in Organizational Life. *Research in Organizational Change and Development*, 1, 129-169.

Appendices

Appendix 1 Review Report 2011

Review Report 2011

Appendix 2 Administrative Response 2012

Administrative Response 2012

Appendix 3 KPE Terms of Reference

Terms of Reference

Appendix 4 KPE Professoriate Retreat Notes

Professoriate Retreat Notes

Appendix 5 KPE Self-Study Survey

KPE Self-Study Survey

Appendix 6 KPE Self-Study Survey Results

KPE Self-Study Survey Results

Appendix 7 List of Community Partners with Active Placement Agreements

Community Partners with Active Placement Agreements

Appendix 8 2018 Experiential Learning Tagging Project

Experiential Learning Tagging Project

Appendix 9 2018-2019 B.Kin. Student Research Projects

B.Kin. Student Research Projects

Appendix 10 2019 B.Kin. International Student Registrants

B.Kin. International Student Registrants

Appendix 11 Faculty CVs

Tenure and Teaching Stream CVs

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Appendix 12 Blank Course Evaluation Form

Blank Course Evaluation Form

Appendix 13 KPE Alumni Survey Interim Report

KPE Alumni Survey – Interim Report

Appendix 14 2017 National Survey of Student Engagement Report

National Survey of Student Engagement (NSSE) Full Results

Appendix 15 Alumni Impact Survey 2017

Alumni Impact Survey

Appendix 16 Alumni Impact Survey KPE Divisional Results

Alumni Impact Survey KPE Divisional Results

Appendix 17 2018 KPE Library Report

KPE Library Report

Appendix 18 Academic Advising

Academic Advising

Appendix 19 Application for CCUPEKA Accreditation of Kinesiology Program

Application for CCUPEKA Accreditation of Kinesiology Program

Reviewers' Report for CCUPEKA Accreditation of Kinesiology Program

Accreditation Letter

Appendix 20 Application for CCUPEKA Accreditation of Physical Education Program

Application for CCUPEKA Accreditation of Physical Education Program

Reviewers' Report for CCUPEKA Accreditation of Physical Education Program

Accreditation Letter

Appendix 21 Report of the Outdoor Projects Review

Report of the Outdoor Projects Review

Appendix 22 Online Course Evaluation Development

Online Course Evaluation Development [Powerpoint]

Appendix 23 M.P.K. 2018 Quality Council Report

M.P.K. Quality Council Report

Appendix 24 2018 M.P.K. Capstone Brochure

M.P.K. Capstone Brochure

Appendix 25 M.P.K. Graduate Survey 2019

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Appendix 26 M.P.K. Professional Development Workshops 2018-2019

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Appendix 27 M.Sc./Ph.D. Conference Travel Locations 2018-2019

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Appendix 28 M.Sc. & Ph.D. Research Projects Defended 2018-2019

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Appendix 29 Canadian Graduate and Professional Student Survey

Canadian Graduate and Professional Student Survey Results

Appendix 30 Sample M.Sc. Domestic Funding Letter

Sample M.Sc. Domestic Funding Letter

Appendix 31 Sample M.Sc. International Graduate Funding Letter

Sample M.Sc. International Funding Letter

Appendix 32 Sample Ph.D. Domestic Funding Letter

Sample Ph.D. Domestic Funding Letter

Appendix 33 Sample Ph.D. International Funding Letter

Sample Ph.D. International Funding Letter

Appendix 34 Advisory Committee on Ph.D. Student Recruitment

Advisory Committee on Ph.D. Student Recruitment

Appendix 35 Ph.D. Student Recruitment Tip Sheet

Ph.D. Student Recruitment Tip Sheet

Appendix 36 Ph.D. Learning Outcomes Report

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Appendix 37 2019 Research Cluster Exercise

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Appendix 38 Detailed Tri-Council Grant Trends

Detailed Tri-Council Grant Trends

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Technology Transfer Indicators

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Workload Re-Distribution for Large Research Grants

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Speaking Up! Survey Results

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KPE Organizational Charts

Appendix 44 Guide to Council of Athletics and Recreation

Guide to Council of Athletics and Recreation

Appendix 45 Building Floor Plans

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Clara Benson Second Floor

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Warren Stevens Second Floor

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Appendix 46 Divisional Business Plan

Divisional Business Plan

Appendix 47 Major Communication Projects

Major Communication Projects

Appendix 48 Year in Review Reports

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Year in Review Report 2011-2012

Year in Review Report 2012-2013

Year in Review Report 2013-2014

Year in Review Report 2014-2015

Year in Review Report 2015-2016

Year in Review Report 2016-2017

Year in Review Report 2017-2018

Appendix 49 Co-curricular budget plan, 2017-2018 (approved) and 2018-2019 (draft)

Co-curricular budget plan, 2017-2018 (approved) and 2018-2019 (draft)