

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Physical Health and Education	September 13, 2019	Provost and Vice-President

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	Dec. 14, 2018
2. Site Visit Conducted	Feb. 7-8, 2019
3. Reviewer's Report Received	Mar. 4, 2019
4. Internal Reviewers Response Received	Apr. 5, 2019
5. Dean's Response Received	May 27, 2019

The members of the review committee were:

- Dr. Katrina Srigley (Internal)
- Dr. Celine Lariviere, Laurentian University (External)
- Dr. René Murphy, Acadia University (External)

The academic programs offered by the Department which were examined as part of the review included:

- Honours Bachelor of Physical and Health Education

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

External Review Comment: *Overall, this is a solid program providing the students with a quality education and experiential learning opportunities. However, the Honours BPHE program is operating above capacity and is likely overstretched. Specific suggestions and recommendations are outlined in the attached report to further improve the program.*

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

External Reviewers Recommendation #1: *The unit should request two more tenure-track Faculty appointments in the areas of Motor Control and in Exercise Physiology and the university should seriously consider these as priorities for the institution.*

Unit's Response: In the Academic Planning Templates submitted to the office of the PVPAR by the unit in 2018, the unit requested two tenure-track faculty positions: one in the BPHE Academic Plan, one in the MSc Kinesiology Academic plan. The unit is in strong agreement with this recommendation from the external reviewers, and hopes that this recommendation from the external review committee will reinvigorate the consideration of these requests as priorities for the institution. Specifically, the unit sees a critical need to appoint new faculty members in the areas of Motor Control and Exercise Physiology, as our current faculty complement contains only one member with expertise in Motor Control, and two members in Exercise Physiology (with one of those members on an administrative release, resulting in an available workload equivalent to 1.5 faculty members).

The original rationale for two tenure-track faculty positions was to support the delivery of required and elective courses in the School of Physical and Health Education. For example, simply to cover its required courses, the unit requires workload to cover 78 credits (not including PHED practical courses: 69 in the BPHE program, 9 in the MSc Kin program). Currently, with four faculty on research-intensive workloads due to success with tri-council grants, one member on CRC release, and two with administrative release, available workload capacity in the BPHE unit is a maximum 93 credits. This leaves a mere 15 credits available for offering electives: 5 courses, out of a possible 25 total electives across the BPHE and MSc Kin programs). For 2018/19, an additional four electives in the BPHE program are being offered by contract instructors, and one faculty member in the unit is teaching an additional 2 electives on overload.

The original rationale for these requests is now strengthened further out of consequence of another recommendation of the IQAP external review committee, i.e. the recommendation to reduce the BPHE program requirements (recommendation #5, below). Here, the unit is planning a reduction of 6-credits in the PHED practical courses to allow BPHE students greater opportunity to take electives. However, with this change, the number of required (non-practical) courses the unit will be required to offer will remain at 78 credits all the while the student demand for electives offered by the unit will certainly increase.

Dean's Response: Additional tenure-track positions have been recommended and the 2019-20 budget includes a laboratory instructor for the BPHE program.

Provost's Response: All hiring decision will be made in the context of the needs of all programmes and the budgetary constraints of deficit budgets, as expressed in the annual academic plan. The Unit is invited through the annual academic planning process to annually consider and anticipate changes to faculty complement in the context of programme development and delivery.

External Reviewers Recommendation #2: *The unit should request a full time administrative support staff member, dedicated to the unit to support the School and both the undergraduate and graduate programs. The university should consider this a priority for the institution.*

Unit's Response: The unit is in strong agreement with this recommendation from the external reviewers. Currently the unit has a full-time Community Placement Officer and a full-time Laboratory Technician to assist with core aspects of program delivery. However, many administrative tasks (e.g. facility, student, and personnel management, PHED practical program coordination, room bookings, meeting notes, record keeping, tours, alumni engagement and tracking, website maintenance, etc) either fall into the hands of fulltime faculty or are not being done at all. Nevertheless, the unit views these tasks as essential and invaluable to the long-term growth and development of the program. For example, the ability to track and engage with alumni, employers, and national/provincial/community organizations is essential to inform data-based planning and decision making when considering future directions of the program (as per recommendation #5).

Dean's Response: Recognizing the excellent work that the faculty, the full-time Community Placement Officer and the full-time Laboratory Technician do, at this time of fiscal restraint, I would prefer to focus resources on additional tenure-track faculty. We will work with the offices of EPS and the office of the Dean of Teaching to provide additional support.

Provost's Response: Agree with the Dean, and in addition we may discuss the redistribution of tasks within FASS.

External Reviewers Recommendation #3: *The unit should fully explore the benefits and drawbacks of becoming an independent School in the new Faculty structure being implemented at Nipissing University. At present, it appears that the existing structure (i.e. School within a School) benefits the students in the BPHE program in that they can access significant scholarships (\$7,000/yr) and the School of Physical and Health Education can access the benefaction fund from the Schulich School of Education to support research and to help purchase equipment and supplies. In this regard, it would appear that the current location of the BPHE program within the Schulich School of Education is beneficial. However, there may be advantages to restructuring if there are challenges in obtaining the necessary new faculty, administrative support and other resources for the delivery of quality programs by the School of Physical and Health Education. The School of Physical and Health Education will need to carefully weigh the advantages and disadvantages of status quo versus becoming a separate entity.*

Unit's Response: The unit, after consideration of the benefits provided by being part of the Schulich School of Education in relation to the unknown disadvantages of the new structure, will remain *status quo* (i.e. A School of Physical and Health Education, within the Schulich School of Education, within the new Faculty of Education and Professional Schools) for at least the first year of the new structure (i.e. July 1, 2019 to June 30, 2020). The unit will reflect after the first year or two of this structure upon the question of whether the advantages of remaining within the Schulich School of Education continue to outweigh any disadvantages.

Dean's Response: I agree that the status of the School of Physical and Health Education within the Schulich School of Education can be reassessed in a year.

Provost's Response: Agreed.

External Reviewers Recommendation #4: *While not necessary at present, the unit may wish to revisit the name of the degree and possibly offer both a BPHE and a Bachelor of Kinesiology or change the degree to a Bachelor of Kinesiology in the future if the program is not meeting the desired outcomes for students' career aspirations and if enrolment targets are not being met. The unit is cautioned to consider the potential attrition of BPHE students to a Kinesiology program should the unit decide to offer separate and parallel BPHE and Kinesiology programs.*

Unit's Response: With the significant increase in applications to the BPHE program for September 2019 and the likelihood that enrolment in the program may begin trending upwards again, the unit will not focus on changing the degree but on implementing the recommendations which follow this cyclical review. Given the current vision, mission, and structure of the BPHE program, the unit believes it has a maximum capacity of approximately 120 students. The unit believes this may be achievable if enrolment numbers begin trending upwards again without introducing a parallel degree and/or a degree of a different name. Therefore, while the unit will continue to discuss and consider the matter, it is not planning to introduce any degree changes until a clearer picture of the current enrolment trend is realized.

Dean's Response: With applications and enrolment trending up, I agree that it is not necessary to plan for imminent change but that the possibility of considering a change to Kinesiology should be part of future discussions.

Provost's Response: In addition to discussing, even if not right now pursuing, alternative degrees, I would also suggest consideration of programming in outdoor education, sports tourism etc

External Reviewers Recommendation #5: *The unit is encouraged to explore paths for 3rd and 4th year students who may not wish to pursue teaching after their BPHE. Eliminating some of the requirements (which are appropriate for those wanting to pursue a BED) and allowing students to take elective courses which may better*

prepare them for alternate future studies/ careers could provide added satisfaction for a number of upper year students.

Unit's Response: The unit is planning on decreasing the PHED practical requirement in the BPHE degree, from 12-credits at the 3000- or 4000-level, to only 6-credits at the 3000- or 4000-level. Students will be able to take up to a maximum of 12-credits of practicals at the 3000- or 4000- level towards the completion of the BPHE degree (this will not change from the current degree requirements). Thus, for students who do not wish to pursue teaching and/or take as many practical courses, this change will reduce the total number of required courses in the BPHE program by 2 (6 credits total) and therefore will create more opportunity for electives and flexible degree completion.

Dean's Response: Though I do not disagree with this change, I would not be in favour of further reductions in the number of required practicals as this, increasingly, differentiates us from other similar programs. I do recognize that increased numbers of elective offerings will be attractive to many students.

Provost's Response: I would suggest replacing the teaching practica with other experiential learning opportunities. The Unit will need to articulate learning outcomes for the non-teaching stream so that this choice can be made upfront and not only exist as an off-ramp when practica are failed.

External Reviewers Recommendation #6: At many other institutions, the ability to buy out a course with research funds is possible and important for active scholars. The unit is encouraged to work with the Dean of Research and Graduate Studies and the Dean of the Schulich School of Education to ascertain if such a model could be implemented for scholars who have external grants and deliverables that could be in jeopardy, as well as future success in grant competitions, if they do not have sufficient time for scholarly activity with their high teaching responsibilities.

Unit's Response: The unit believes this is an excellent suggestion that would lend to enhance research capacity and therefore quality of the program. While the unit also recognizes that there are constraints on implementing this recommendation imposed by granting agencies (e.g. TriCouncil), the unit sees an opportunity to discuss with the Dean and the VPAR how the current faculty collective agreement could be modified to support this recommendation. For example, the current full-time faculty collective agreement (FASBU) does not provide a provision for faculty to buy out course release and it is unclear whether the Dean has (or will exercise) an ability to allow faculty to do so. The unit will raise this opportunity with the Dean of the Schulich School of Education, the Dean of Graduate Studies and Research, the PVPAR, and the faculty union (NUFA).

Dean's Response: This ability to buy out a course exists within the current collective agreement.

Provost's Response: Agree with Dean

External Reviewers Recommendation #7: *The unit/ University is encouraged to create policies and processes for practical instructors to access locked equipment needed for their teaching responsibilities and to minimize the loss of equipment over time.*

Unit's Response: After discussion with some practical instructors, the unit understands that not all may be aware of the process by which BPHE equipment stored in the RJ Surtees Athletic Centre can be accessed. The unit plans to address this concern through clarification in the Practical Instructor Guide (a document provided to all PHED practical instructors), through direct communication with all instructors prior to their courses beginning, and with the Athletics Department staff. Finally, the unit notes that the sports equipment for the PHED practicals that is stored in the locked space in the RJ Surtees Athletic centre is indeed regularly inventoried by the BPHE Laboratory Technician, with review by the School Director and the Community Placement Officer on a regular basis to assess the need for repair/replacement.

Dean's Response: n/a

External Reviewers Recommendation #8: *The unit with the Registrar is encouraged to optimize the timetable particularly for the practical courses and to consider a separate policy and procedure for students to withdraw from the practical courses.*

Unit's Response: The unit recognizes that, while timetabling of the PHED practicals is constrained by many factors, there may be ways to optimize the scheduling, and in particular, registration and deregistration. For example, because most PHED practicals are so short (1-credit courses lasting 4-weeks) and have an important emphasis on physical participation, the last day to register in a PHED practical is also the last day to drop -- which for both is the first day of the course. Understandably, this causes concern for students that miss this short window and/or want to deregister in case of injury, illness, absence, etc. Therefore, the Director of the unit will arrange a meeting this coming Spring, with the Dean, the Registrar, and the Finance office, to discuss ways in which scheduling, registration, and deregistration can be optimized.

Dean's Response: The current policy was designed specifically for the BPHE Practical courses but I am happy to facilitate further discussion.

Provost's Response: Happy if this gets sorted out.

External Reviewers Recommendation #9: *The unit is encouraged to advertise the intensive practical courses well in advance of the course offering.*

Unit's Response: The unit believes this recommendation is in regards to the "special" practical courses which are offered, usually as 2-credit courses, over a weekend or reading week. For example, canoe trip, hiking trip, etc. While the unit does email all students in advance, it will consider more frequent and other forms of communication. The unit will also communicate to students reminders that registration for all PHED practical courses for the upcoming year begins in June and that many of the special practical courses fill up quickly.

Dean's Response: We will work to connect often with our students through different means of communication.

External Reviewers Recommendation #10: *The unit should explore the advantages and disadvantages of assigning a pass or fail to the practical courses versus a number grade.*

Unit's Response: The unit has discussed this question in the past and is happy to revisit it now. One argument for graded practical courses is that it reinforces the belief that physical activity and physical literacy are valued equally to other subject matters in the discipline, and that a "pass/fail" grade might diminish the perceived importance and effort put forward (especially in the eyes of the students), and possibly, rigor, of the practicals. Another argument for graded practicals is that it is of benefit to students and the program for retention and progression. An earlier analysis in 2017 by the unit looked at the average GPA of the practicals, and what the impact upon students it would have if the practicals were changed to pass/fail. The results were, overall, the GPA of students increased on average by about 3% when the practicals are included. For students with GPA in academic courses between 50 to 75%, the benefit is almost an increase in the overall GPA close to 4%. For students above 75%, the benefit is slightly more than 2%.

In light of the fact that the PHED practicals (to our knowledge) are not included in admission averages for any post-graduate programs (e.g. Medical School, Physiotherapy, Master's programs including our own MSc Kinesiology), the benefit of the 2-4% increase in GPA is mainly to help with retention and progression through the program. The PHED practicals do (to our knowledge) count in the average used to determine eligibility for internal awards and scholarships (such as Athletic Financial Awards and Renewable Guaranteed Entrance Scholarships) and for the minimum average required for BPHE students with Concurrent Education to enter years 5 and 6 (i.e. the BEd program). Thus, there is real benefit to many students to keep the practicals as graded. This benefit will lessen if the unit moves ahead as planned to decrease the PHED practical requirement by 6 credits at the upper year level (equivalent to a 25% reduction in their weighting).

The argument in favour of a pass/fail scheme in the PHED practicals is typically posed by the instructors, i.e. that the 1-credit (16-hour) courses, which have a heavy emphasis on physical activity participation, do not provide a great deal of

time to compile a large base of evaluative components. Ultimately, the unit has decided it will further deliberate on this question, with input from students and the PHED practical instructors, at an upcoming Spring curriculum retreat.

Dean's Response: This discussion has been ongoing and I appreciate continue faculty exploration of this issue.

Provost's Response: This is discussion is taking place.

External Reviewers Recommendation #11: *The unit with the Dean should consider offering an orientation session for the practical course instructors.*

Unit's Response: The unit will explore the feasibility and logistics of offering such a session to all the practical instructors (or, perhaps 1-on-1 for new instructors). The unit will discuss with the Dean how this session could be supported (e.g. by faculty, and/or by administrative support staff). In the meantime, the unit will continue to augment and update its Practical Instructor Guide document that is provided electronically to all practical instructors and is meant to cover important and relevant policies and procedures.

While considering this question, the unit also discussed the value in a session for the PHED practical instructors that would provide an opportunity to share best practices. The Director of the unit will explore this suggestion with a hope to implement prior to the 2019/20 Academic Year.

Dean's Response: I fully support this initiative and think that a return to part time faculty orientation would be of benefit throughout the institution.

Provost's Response: This initiative can be supported by the Teaching Hub and the Dean of Teaching.

External Reviewers Recommendation #12: *The unit should engage Nipissing's physical plant office to request additional maintenance of the physical and health education building and in particular the exercise studios (i.e. repair the built in speakers), to ensure that consistent janitorial services are provided (i.e. the floors cleaned more regularly prior to practical courses) and to add a water bottle filling station in the Physical and Health Education building.*

Unit's Response: The Director of the unit regularly works with the Facilities department to convey such requests. The Director will schedule a meeting with Facilities, the Dean, and the Athletics department prior to the 2019/20 Academic Year to ensure all issues are communicated. Additionally, a request for a drinking/water bottle filling station will be made in the upcoming BPHE Academic Plan and the unit will explore possible funding sources outside its own budget for this station.

Dean's Response: This is an institutional consideration and can be brought to the attention of the Facilities department.

Provost's Response: Agree with Dean.

External Reviewers Recommendation #13: *The University is encouraged to support the unit in tracking alumni of the program.*

Unit's Response: The Director of the unit will engage the Dean's office to discuss how this could be done. Ideally, an administrative support person could do this work. The unit strongly believes such data would assist with data-based planning and decision making.

Dean's Response: This can be facilitated through the Office of Alumni.

Provost's Response: Agree with Dean.

External Reviewers Recommendation #14: *The University, in consultation with the unit, should have a better/more comprehensive onboarding program for new employees.*

Unit's Response: The unit is in full support of this recommendation. The unit is not aware of the current training/onboarding program for new employees. Many members of the unit, including faculty, support staff, and practical instructors, have commented that they felt training/onboarding was inadequate. The Director of the unit will raise this issue with the Dean and the PVPAR.

Dean's Response: I am in agreement and I believe this aligns with the recommendation for orientation of practical instructors.

Provost's Response: This initiative can be supported by the Teaching Hub and the Dean of Teaching.

External Reviewers Recommendation #15: *The unit is encouraged to provide better and easier student access to the Physical and Health Education building (at least one point of entry is currently locked).*

Unit's Review: The unit recognizes the need to restrict building access for safety and security purposes. However, the unit also notes that, contrary to AODA requirements, the Centre for Physical and Health Education does not have access to an elevator for persons with disabilities to access the two levels (there is only one elevator in the building, located on the RJSAC side, that requires special FOB access). The Director of the unit will arrange a meeting with Facilities and the Athletics Department, to discuss if there are efficiencies and improvements that can be made whilst maintaining a safe and secure facility.

Dean's Review: This is another consideration for the Facilities department.

Provost's Response: Agree with Dean

External Reviewers Recommendation #16: *The university should assist the unit in reconfiguring the existing multi-purpose/ research space to better accommodate the active researchers in the psychology/ socio- cultural areas.*

Unit's Review: The existing Psychology of Physical Activity and Health Promotion (PPAHP) Lab space was never designed to house a Canada Research Chair and a world-class research team. While the 2013 expansion to the Robert Surtees Athletic Centre resulted in a world-class Centre for Physical and Health Education with state-of-the-art Physiology, Biomechanics, and Motor Control laboratories, the Psychology of Physical Activity 'laboratory' was designed prior to the arrival of the PPAHP group to Nipissing and thus was only built to support the research activities for an anticipated 1-2 faculty members. By 2017 however, the lab is now supporting the research activities of the 5 PPAHP faculty members, their research staff (coordinators and interns), and their trainees (postdoctoral fellows, graduate and honours students). Especially with research projects that involve large numbers of parents and youth from the community, the capacity to complete all planned research projects by the PPAHP is very restricted and will limit the ability of this research group to secure external research funding, and build and establish new connections with other colleagues and community partners.

Members of the unit have already engaged with the Advancement team to discuss the opportunity for donors to support the expansion of the PPAHP Lab. The unit is please to see the external reviewers comment on the importance of this request. For example, to accommodate the PPAHP research team and their growing graduate student and research staff members, the unit would like to transform and expand the existing small lab space into a new, much larger and purposely designed Northern Centre for Child and Youth Development through Sport and Physical Activity (NCCYDSPA). This infrastructure investment is certain to enhance capacity to engage in cutting edge research that, without a doubt, will have a direct and meaningful impact in the lives of children and youth in North Bay and Northeastern Ontario.

Dean's Review: I am aware that a plan for this expansion has been provided to institution as a strategic focus for part of the upcoming fundraising campaign.

Provost's Response: No such commitment can be made within the IQAP framework, however, I will communicate this to External Relations.

External Reviewers Recommendation #17: *The Director is encouraged to organize a school retreat with the main objective to flesh out the key goals and purpose of the practical courses as well as discuss the possibility for student-athletes (i.e. varsity /elite) to challenge/be exempted from some practical courses. Once this is completed, a discussion or communication with instructors about the goals and expectations of practical courses should be held annually to ensure everyone has the same vision and to ensure better alignment and linkages between theory and practice.*

Unit's Response: The Director of the unit will organize a Spring curriculum planning retreat to discuss changes to the practical program (i.e. 6-credit reduction at the upper year level, whether courses should be pass/fail, goals and purpose of the practical courses, policy on varsity athletes) along with other curriculum changes to be planned (e.g. reduction in other required PHED courses). The unit will invite PHED practical instructors, and discuss ways in which cross-disciplinary connections between the PHED practicals and the PHED academic courses can be made.

Dean's Response: I look forward to being involved in these discussions.

External Reviewers Recommendation #18: *The unit is encouraged to create better linkages between the library services and all BPHE students by incorporating mandatory library workshops before the end of the first year of the program (e.g. workshops on plagiarism, peer review, critical analyses of resources) to foster student self-efficiency.*

Unit's Response: The unit will address this issue at the planned Spring curriculum retreat to identify courses and areas in the program where this may be an ideal fit.

Dean's Response: This is also part of the Library's Academic Plan.

Provost's Response: Encourage direct communication with Library.

External Reviewers Recommendation #19: *The students expressed concern that the anatomy models available in the library were different from the models used in the teaching laboratory. While having the ability to sign out models from the library is innovative and excellent, it is encouraged that the library and teaching laboratory models used in class be similar to mitigate some of the stress the BPHE students are experiencing around the anatomy course.*

Unit's Response: The unit has applied for Schulich Funds to expand the collection of anatomy models used in PHED 1206 and PHED 1207. The unit will also consider how it could advise students to use the library models with a better understanding of how they relate to the BPHE models.

Dean's Response: Schulich funds were approved for this purpose.

Provost's Response: The Unit to follow up.

External Reviewers Recommendation #20: *The unit/ university should explore creating a fund to support undergraduate student research projects. The Director and Dean of the Schulich School of Education are encouraged to engage the Dean of Research and Graduate Studies and others into these discussions.*

Unit's Response: The unit, in consultation with the two Deans, will look to explore ways that student research (particularly undergraduate) can be better supported. For example, the unit will discuss with the Dean the possibility of including in the Academic Planning Template for 2019/20 a budget line to support student projects completed in the PHED 4995 Research Project course. Here, the unit first notes that the budget allocated to the BPHE program for laboratory supplies and maintenance was reduced from \$15,000 to \$13,000 just prior to the launch of the MSc Kinesiology. In addition, the MSc Kinesiology program has no budget of its own; it is supported by the BPHE program. In 2018-19, the faculty and laboratories in the School of Physical and Health Education are not only supporting the laboratory sections of the PHED classes, but also the research efforts of 12 BPHE fourth-year thesis students and 21

MSc students. It is critical that funding be increased to support the teaching and research of both undergraduate and graduate students working in the unit.

In the self-study, the unit identified that opportunities for students to get involved in research constitute one of the program's high-impact practices that was extremely valuable to students. It is also a part of the BPHE mission statement that 'curricular opportunities will be supported by strong, faculty-driven research programs which will provide students with direct and indirect experiences in a multidisciplinary approach to discovery, dissemination, and application of knowledge...'. In the 2018-2019 academic year, the unit supported 12 undergraduate research projects (PHED 4995), which has increased from an average of 5 (range 4 - 8) since moving into the new Centre for Physical and Health Education facility in 2013. These undergraduate research projects are extremely valuable opportunities for the students to get involved in research, but also for faculty as a recruiting tool for the MSc program and an opportunity to conduct pilot studies. However, it will become more and more difficult to support these practices if no (or minimal) budget is provided to support students seeking these opportunities.

Dean's Response: The institution is working generally, to support student research. This was specifically mentioned in the institution's newly approved Research Plan.

Provost's Response: For consideration within current budget reality by the Dean of Research

External Reviewers Recommendation #21: *The unit including the Placement Coordinator should work with community partners to have a better onboarding process for students opting for clinical placements to avoid unnecessary delays in having students begin their placements (i.e. for instance meet students earlier in the program to determine who is interested in doing a clinical community placement and start coordinating the onboarding sooner).*

Unit's Response: The unit, in particular the Community Placement Officer, has spent considerable time and attention on this question in recent months. Both will continue to look to improve efficiency and eliminate delays and barriers for students. Within the constraints of legal and other requirements imposed by community partners, insurance requirements, and the course calendar year, the unit will explore ways we can improve this experience.

Dean's Response: With a growing demand for experiential learning opportunities, this will continue to be a challenge and I am happy to support efforts for a consistent approach to early identification and orientation to these placements.

Provost's Response: Agree with Dean

External Reviewers Recommendation #22: *Several students expressed concern over the content of the leadership course (i.e. being too focused on theory and not enough on practical aspects). The unit is encouraged to review the content of the course and perhaps include leadership opportunities, team building activities and professionalism into the course while decreasing the theory component of the course. Addressing issues related to professionalism will also better prepare students to succeed and to maximize their experience during their community leadership placements.*

Unit's Response: The unit notes the concerns mentioned regarding PHED 1037 Leadership and Professionalism. For 2019/20, the Director of the unit has agreed to teach this course and will take a fresh and critical look at the curriculum and topics covered, so that the course can remain relevant and engaging. In particular, the application of knowledge and leadership skills will be considered.

Dean's Response: This is an excellent example of the unit's high regard for the students' voice.

Provost's Response: Resolved

External Reviewers Recommendation #23: *The unit should work with the Dean/ Registrar (and others) and be pro-active about the possible implications of a larger incoming cohort and the resulting classroom requirements. Of note, the availability of larger classrooms is limited and this could be a significant problem if not discussed proactively.*

Unit's Response: Given the current number of applications to the BPHE program (~350) and historical acceptance rates, there is a real possibility that the unit could have close to 120 students enter the BPHE program in 2019/20. Historically, intake into the program has ranged between ~80 to 105. The unit recognizes the importance of planning for an intake of up to 120, and the Director will proactively discuss matters related to faculty workload, timetabling, course offerings, resources, etc, with the Dean and the Registrar's office. For example, for 2019/20 the unit will apply for Schulich funds to increase its collection of anatomy models in order to handle an increase in the PHED 1206/1207 laboratory size to a possible 30 students per section. In other courses in subsequent years, lab space/equipment will have greater demands and costs, the practical program will have greater demand/costs, and administrative support for large class sizes (e.g. scheduling larger rooms for midterms, proctor support, etc) will need to be considered.

Dean's Response: I have every confidence that the Office of the Registrar will be attentive to these concerns.

Provost's Response: Agree with Dean.

D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken

RECOMMENDATION	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
#1 - Faculty renewal plan	PVPAR	Annual consideration
#3 - Assess status within SSoE	Dean of EPS with Unit	2019-2020
#4 - Assess and anticipate opportunities for programme diversification	Dean of EPS with Unit	Annually
#5 - Assess practica requirements	Unit to report to Dean	By January 2020
#8 - Optimize timetable for practical courses	Unit with Registrar's Office	Annually
#9 - Strengthen communication with students on learning opportunities	Unit	Annually
#11, 14 - Orientation for practical course instructors & new employees	Unit with Dean of Teaching	Annually
#13 - Track Alumni	Unit with Alumni Relations	Continuous
#15 - Access to athletics building	Unit with Facilities	2019-2020
#17 - Unit retreat	Director	Annually
#18 - Collaboration with the Library	Director with Unit & Library	Continuous
#19 - Anatomy Models	Director with Dean of EPS	2019-2020
#20 - Undergraduate research	Director with Dean of Research	2019-2020
#21 - Student training for placements	Director with Placement Officer	2019-2020