



## Dean's Report

### January/Feb 2021

I hope that everyone is doing well, in spite of the cold and the restrictions that are in place. The good news is that the days are getting longer, March is just around the corner, the semester is almost half over, and the vaccine is on the way. Although the campus is still very quiet, there is a great deal going on.

1. This semester we welcomed back Katya Herman and James Daschuk from their sabbatical leaves. Two of our colleagues, Brenda Rossow-Kimball and Barclay Dahlstrom, started their year-long sabbatical leave January 1. Julia Totosy will be away on maternity leave (began in December of last year).

2. As almost all of you will be aware, **several renovation projects** have been underway (some began Pre-COVID, others began during COVID). So, what follows is an update based on the latest information from our partners at Facilities Management:

**CK 170** (our main Faculty office) is probably 90% complete. We are waiting on some tiling work that was done incorrectly just outside of the front entrance (which is still shrouded). Other than that, some touch up painting, some decorative pieces in the meeting rooms, and signage above the new front entrance needs to be put in place. Once that work is complete, we are intending to open the front office.

**CK 164.15/16** (previously our Undergraduate Teaching Lab) is being converted for research laboratory use (primary focus). We have been assured this work will be completed at the end of February – I am hopeful we will be able to fully utilize this space by the end of April.

**CK 164.14** (previously our 'sessional office' extending into storage room just behind the exercise physiology lab space) has been converted into a 'wet lab' and 'blood drawing' space. This renovation was part of the CFI grant Julia Totosy secured. This space will also house a - 80 degree Celcius freezer (that is currently on loan to the Sask Health Authority for vaccine storage).

**CK 175** (previously the Athletic Therapy space) this space will become multipurpose space with a primary focus on hosting undergraduate laboratory experiences, with secondary availability for research and testing activities. The space is currently used for some research activity and storage of research equipment that was temporarily displaced.

**CK 222/219/221** (previously the Combatives/Multipurpose Room, UG Teaching Lab, Student Lounge) this entire space is being converted into two large multipurpose spaces that may function separately or in a linked fashion (and include a large storage space for equipment). It will serve our teaching, research, recreational, and health service delivery missions. The space is nearly completed and is waiting on the flooring (which has been delayed). The space should be ready by the end of April. This space will be one of our

'sending spaces' in our delivery of hybrid courses this summer and beyond (more about that later). It will also allow for live streaming events.

**CK 220** - As many of you may have already heard, the Dr. Paul Schwann Centre Applied Health and Research Centre has undergone a name change. It is now called the "Centre for Health, Wellness, and Performance" to better reflect the wide array of services and programming delivered through that unit. The Faculty will continue to honour the legacy of Dr. Schwann by naming our long-standing programming focused on cardiac rehabilitation and chronic disease management after him: "The Dr. Paul Schwann Love to Live Program".

The space that houses the new Centre was opened on January 11, 2020 and offers services previously delivered by the DPSC as well as our Athletic Therapy team. The Centre will also provide space and house some equipment that can be used for specialized research and testing activity (e.g., BodPod, ECG, Cybex, etc.). The new 'storefront' is just directly across from the elevators on floor 2a, and next to the FLC entrance.

**3. Academic Activity** – we are currently running a pilot in which hybrid delivery is being trialed. We use the term 'Hybrid delivery' in cases where a course is offered "in person" and via "synchronous remote delivery" simultaneously (i.e., some of the students are sitting in a lecture with the instructor, and some of the students are accessing the class via Zoom delivery). The courses running this way in the winter semester include: KIN 101, KIN 350, KIN 355, and KIN 450. With the exception of KIN 101, all of these courses have lab sections tied to them as well. The pilot is largely being run out of CK 187 which has been equipped as a Zoom 'sending classroom' – that is, invested in technology that allows for a better 'remote delivery' experience for students and allows for the 'face to face' students to interact with the 'remote delivery' students more easily.

Although most of our summer offerings are Web based (traditional online courses), we will be offering KHS 131 in this manner in July and August of this year.

In addition, two of our graduate courses (801, 802) are being offered face to face this semester.

**4. Recreational/Fitness Activity** – the Fitness and Lifestyle Centre (FLC) and the Aquatics Centre ('Pool') opened for student use on January 11. Preregistration is required for all the activities we have made available.

In the FLC, students may register to use strength training equipment, cardio equipment, or a lane on the track. The Aquatic Centre only allows students to register for lane swimming at this time. In addition, in person URFit classes resumed that week. Current public health restrictions limit use of each of those to 8 (FLC and URFit classes) and 6 (pool).

The **FLC has been redesigned** for individual station use so that students who register for a timeslot are able to complete an entire strength training workout without having to move from one piece of equipment to the other (somewhat like the set up in our *High Performance Training Centre*).

The Faculty is also **live streaming** about 14 of our URFit classes (so they are available live via the media server – need student credentials to login – and available as recorded content as well). Thanks to Jessica, Patrick, Matthew, Braden, and Rimo – along with our Creative Media Team students for their work on this project.

A little over 100 of our varsity student athletes also returned to training (strength and conditioning) on January 18 as well. Again, only 8 athletes may train at any given time.

Outdoors, we have built an **outdoor rink** for student use (in the tennis courts). This has been a great learning experience and an activity we will look to continue to make available post-COVID. Our Recreation Sport group is offering snowshoeing classes and other outdoor activities (10 people maximum at this time).

**Note:** We have just received permission to provide limited access to the Aquatic Centre and the Rink for faculty and staff as well. Stay tuned for more detailed information about that.

**5. Health/Wellness Activity** – as some of you will be aware, we have been busy since the late spring with offering **occupational testing** (e.g., POPAT, COPAT, Firefighter, etc.) and related training (e.g., training for the POPAT or the Firefighter test) through the Centre for Health, Wellness, and Performance. This work has continued. We have had to adjust our own protocols as provincial guidelines have changed.

On January 11, the Centre for Health, Wellness, and Performance also began offering allied health services again for the campus community (i.e., Chiropractic, Athletic Therapy, Physiotherapy, Traditional Chinese Medicine, and Massage Therapy will be available soon).

**6. Research Activity** – as faculty members have received permission to resume research projects, this too has started up in the building as well. Currently, a number of graduate students have begun collecting data again and some faculty members have projects going as well.

**7.** As many of you are aware, the fall semester was the first in which **ProctorTrack** (invigilation software for online exams) was used extensively on the campus and in our Faculty. Many of the initial challenges with the software (and its integration with URCourses) have been worked through. Certainly, our students (and faculty) have adapted to this new feature and way of proctoring exams to help ensure academic integrity is maintained.

Recently, Paul Bruno made a presentation through the Centre for Teaching and Learning on the use of ProctorTrack (a cost:benefit analysis, about a 1 hour presentation). It is a worthwhile watch. The presentation includes a short description of how ProctorTrack works, the importance of proctoring/invigilation for online examinations in terms of encouraging student learning, and the value of the grades awarded to our students. The link is here:

<https://mediaspace.uregina.ca/channel/CTL+-+Welcome+to+My+Course/3102>

8. As I have reported previously, we have begun a new practice in providing all of our **graduating students** with a unique item of clothing to thank them for choosing the University of Regina (the clothing identifies the wearer as an alumnus and graduate of the Faculty of KHS and the U of Regina). This is part of our plan to beginning greater engagement with our alumni. Those clothing items for our May and October graduating groups arrived early in the new year and are currently being shipped out.

9. Tanya Reynoldson has taken a temporary leave from her current Faculty Advancement Coordinator position and moved into the role of **Development Officer** for the Faculty of Kinesiology & Health Studies. Some restructuring in the Pilot Project will result in Tanya taking on development responsibilities across the Faculty (including Varsity Sport, Academic, Ancillary Operations). The process to fill the vacant Faculty Advancement Coordinator position (again, with responsibilities across our operation) is underway.

10. On February 4, the Faculty hosted a one hour Zoom presentation by **Kevin Hines** on the topic of suicide; Kevin survived his own attempt to take his life by jumping from the Golden Gate Bridge in San Francisco. The event was sponsored by **SaskTel**. Our MC for the evening was Derek Meyers (MLA for Walsh Acres – whose daughter recently took her own life). It was a powerful presentation and we have received many positive comments about the evening. Approximately 180 people registered for the event with 150 people/IP addresses actually joined us for the evening.

11. On February 10, the University hosted its virtual Alumni Crowning Achievement Awards. Faculty Alumni **Robert Jamont (BPAS '89)** received the *Dr. Robert & Norma Ferguson Award for Outstanding Service*. Rob has been a passionate volunteer and supporter of the Cougars men's hockey team since the 1980s. During his decades-long service to the team, he has helped raise more than \$500,000, ensuring that Cougars men's hockey remains competitive. Rob ('Sharkie') began as a student volunteer trainer and equipment manager before moving on to become the assistant coach for the team. Jamont played an essential role for the team during the early 1990s, helping form the Cougars men's hockey alumni group. More recently, he took a leading role organizing Cougars men's hockey alumni events and fundraising activities. Congratulations to Rob!

12. Our first virtual **President's Breakfast** in support of Varsity Sport will take place on Tuesday March 23 at 10 am CST. The event will feature: Mark McMorris, Brian Burke, and Kevin Bieksa. Access links to the event are \$75 dollars (**registration closes March 16**) and can be purchased by following this link:

<https://events.ely.com/PresidentsBreakfastforAthletics2021>

13. **Dean's Honour List letters** are going out this week (for achievements during the Fall 2020 semester). To qualify, a student must have taken at least 12 graded credit hours and achieved a GPA of 85%. We had a total of 474 students eligible (the 40 students in fieldwork were not eligible since only 6 of their 15 credit hours are graded), with 66 students (13.9%) making the list. The student with the highest term GPA in the fall was Heather Foy – congratulations to Heather on this outstanding achievement. Congratulations to all the students whose hard work resulted in receiving this transcript distinction.

14. Some very good news regarding the **Fall Appeal for Varsity Sport**. A total of \$110,000 was raised in support of initiatives related to student athletes. This past year has been difficult for all the teams since some of the usual fundraising activities (e.g., camps, etc.) could not take place. I was particularly impressed by the number of individuals from the Faculty who made contributions to the appeal.

The outcomes of the academic fall appeal (focused on KHS, Engineering, and Business) are not yet finalized. I will report on this in the next dean's report. One of the important goals of the appeal was to attract first-time donors.

15. Congratulations to **Cameron Mang** and his student **Kristen Plandowski** who were successful in their application for a SCPOR Trainee Award.

I had mentioned **Elizabeth Cooper's** grant success in my October report, but here is a link to a nice story about her work that was published last November:

<https://www.shrf.ca/post/nurturing-warriors>

16. A quick update on our **enrolment for Winter 2021** (February 8 report). Year over year, our headcount is up 6 students to 874, although the number of credit hours we are delivering to all students is down slightly by 642 to 10,158 (down 5%). The number of total credit hours our students are taking is also down slightly by 149 to 9511 (key note here is that although we have slightly more students, they are taking fewer courses).

#### 17. **Key Initiatives and Projects for 2021**

As we begin a year that is likely marked with as much uncertainty as we faced in the year we have just finished, I want to highlight some key priorities:

a. **Updating the Strategic Plan** – we will begin work shortly to update our existing strategic plan for the next 5-year period. We will focus on ensuring alignment with the University Plan and our own specific initiatives and directions. The various units on campus have been asked to submit these documents by the end of June. To that end, if you are interested in working on this project, please let me know by the end of February.

b. **Preparing for the Faculty Academic Review** – the academic side of the Faculty will be undergoing a review of its programs in the next academic year (21-22). This will be a major project for the Faculty. Some preliminary work has already been done with the finalizing of the BKin review late last year. That work will begin in earnest this spring, with our own self-study document ready for late fall. We are planning for an on-campus review to take place in the winter semester.

c. **Finishing the updating of the Faculty (Academic) Criteria Document** – this applies primarily to our academic faculty members. Some preliminary work has been done on this document but all of our fulltime faculty members will need to weigh in as we work to achieve consensus on this document. This work will need to be completed by the end of the summer.

d. **Preparing to deliver our Fall Cohort Model** – we are committed to providing the opportunity for all of our incoming and 3<sup>rd</sup> semester students with the opportunity to take

at least a majority of their fall classes on campus, even in an environment that may still have restrictions in place. We have worked with the Registrar, and received approval from the Provost, to move forward with this approach in delivery. In short, small groups of students (cohorts), staying within their cohort group, will take a combination of 3 courses together, in the same space, but connecting with all the other students in the class via technology. The instructor would always be 'live' with one of the cohorts (every cohort will have face time with the instructor over the course of the semester). Each cohort will also have an actual TA who will help facilitate the cohort discussion, interaction, and manage the technology involved. In short, we will be looking to give those students an 'on campus' and 'small class' or more 'intimate' experience through the use of specialized technology this fall. We see the faculty using this model post COVID as well. Many of the other faculties on campus are watching to see how this initial project goes.

**e. Building strong Alumni Engagement and Development Plan** – some work has begun on this: preparing cases for support, building and planning for annual appeals, etc. However, given the future we are likely to experience in the coming years, if we are to enhance programs and services for our students and clients, we will need to build a strong alumni and development foundation for the Faculty. To better prepare myself, I will be attending a course the last week of February on development.

**18. Final Thoughts** – I just recently had the opportunity to serve as an external reviewer of a Kinesiology program at another university. One of the realizations I made is that we have, over time, created a very good undergraduate degree program – one that has many strengths. This is not to say it cannot be improved – we can always do better and work to build a fantastic undergraduate experience for our students. It is, however, always good to be reminded that we have something pretty special here.

As we head into the February break week, I want to wish everyone a wonderful long weekend. To our students, please enjoy the winter break – I hear the warm weather is on the way.

Harold