

Recreation and Leisure Studies

Undergraduate Review

Year 3 (2019) - FAR Implementation Report

(Reviewed 2015-16)

Recommendation #1.1

As a foundation for improving departmental climate, encourage and support faculty members to celebrate their clear, robust and shared passion for and commitment to student learning and praxis.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes the importance placed on this recommendation by the Reviewers, Department and Dean as foundational to the future success of the Department and the programs offered by the Department.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean of Applied Health Sciences
Responsible for implementation:	Department/Dean of Applied Health Sciences
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Explore appropriate / preferred ways to resolve emerging issues during the departmental retreat in May 2016.	Chair and Dean	T	C	
Action #2 Seek assistance from Dean, BUFA, HR on matters requiring intervention.	Chair and Members	T	C	
Action #3 Address climate through reviewer recommendations related to curriculum review and revision (summer/fall 2016).	Curriculum Committee	T	C	
Action #4 Provide vision for the Department from the Dean's perspective (fall 2016).	Dean	T	H	T

2017 Comments:

Addressing Departmental climate is a highly sensitive and long-drawn (even slow-moving) process.

Suggestions regarding addressing departmental climate were wide ranging.

Efforts made since acceptance of recommendations include:

1. refining departmental governance processes (for interpretational & operational conflicts). This has been accomplished through updating and refining existing policies and procedures for committees (6) and democratic principles and procedures (2) addressing arising issues following through with departmental procedures and policies guidelines consistently throughout the year.
2. addressing curriculum-related disharmonies through UPC discussions (for structural remediation). Several modifications have been made to the existing curriculum with a view to generating compatibilities between course objectives and skill / acumen fostering through appropriate learning sequencing / juxta positioning and schedules. These changes are discussed further under recommendations 3.1, 3.2 and 3.6.

Additional mechanisms suggested for future action include

1. holding workshops with external facilitators (for inter-personnel mediation),
2. developing a plan of action to create a unified vision of the Department. Dean (FAHS) has expressed the need for such an effort besides offering support through amicable and appropriate means as and when necessary on an ongoing basis. This measure will serve the purpose of recommendation #1.2.

Member commitment to all or most of these lacks enthusiasm. We continue our efforts to address this issue.

One of the critical issues to address and ideally agree upon is the acceptance of the supremacy of collective decision making. There continues to be conflict with this premise and the belief that specific streams should have the final say on what occurs in the streams. The latter thinking does not facilitate collective success and greater integration of programs/streams in the department and will continue to contribute to disharmony. Identification of this as a factor which needs to be addressed going forward would also be helpful.

2018 Comments:

The chair has consulted the Office of Human Rights & Equity Services for possible and effective strategies. Consultations are now complete and outcomes are awaited. Department members will subsequently be requested to participate in investigative interviews with a third party.

The Faculty Dean are invited to one department meeting in each of the Fall and Winter terms to address and consult with the members on concerns and issues, as also vision which is currently being formulated through the FAHS Strategic Planning process.

Curriculum review and revisions are largely addressed. Some aspects of the program continue to be sorted through.

Improving departmental climate occurs through respectful exchanges and acknowledgement of equality. In that context individualism continues to impede departmental cohesiveness / collectiveness.

2019 Comments:

Following the results of the OHRES exploration, the Dean hired an external consultant to conduct a full review of departmental climate, beginning with interviews with faculty in late summer 2018. Faculty have been positive and hopeful about the process and outcome of the review. In March 2019, an interim report was released to the Department, and the reception of faculty to the report has been mixed. Department is looking forward to further support and guidance for how to move forward with the recommendations offered in this report.

Recommendation #1.2

Cultivate an overarching departmental identity among faculty and students, while at the same time nurturing more differentiated identities related to the three concentrations and the core.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that this recommendation is closely aligned to #1.1.

Implementation Plan (1st Priority)

Responsible for approving: Department

Responsible for resources: Department

Responsible for implementation: Department

Timeline: Dean of Applied Health Sciences to report by end of Academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Curriculum related discussions	Chair, Curriculum Committee, Dean	T	T	T

2017 Comments:

Opportunities for such a cooperative undertaking have commenced with revisiting and refining curriculum. Discussions to initiate changes occurred and was aided by curriculum mapping during the retreat (May 2016). Subsequent refinements to curriculum were made with the intent of cultivating an overarching departmental identity through increasing the interdisciplinary and cross-concentration offerings.

The Department made progress by “cleaning up” and “opening up” the curriculum as outlined below.

Clean-Up

- i. Identify gaps and overlaps in the curriculum. (Recommendation 3.1)
- ii. Identify redundancies in course content in the core curriculum (i.e. social psychology of leisure and sociology of leisure). (Recommendation 3.2)

Open-Up

- iii. Review the ways that the concentration areas may come together in complementary ways.
- iv. Consider how students can explore the focus and content of all concentrations before having to commit to one. (Recommendation 3.6)
- v. Become a more interdisciplinary focused department, and find common ground with regard to helping students realize how to serve and problem solve via multiple pathways (e.g., therapeutic and outdoor recreation working together around wellbeing for individuals with physical limitations or outdoor and community recreation working together to provide youth development programming). (Recommendation 3.7)
- vi. Structure more flexibility across the concentrations so that students can develop expertise in more than one concentration. Using the minor option may be one pathway to doing so. (Recommendation 3.8)

The third aspect that guided curriculum discussions was “integration and flexibility.” These recommendations have not been fully addressed by the Department but will be revisited during the 2017 retreat.

Integrate & Flexible

- vi. Strive for greater efficiency of core delivery across and within concentrations and the core. In this vein, consider staggering course offerings so some are not offered every year. (Recommendation 3.3)
- vii. Develop a plan for the systematic integration of library resource-use skills through each year of the curriculum within the program curriculum. (Recommendation 3.4)
- viii. Integrating more co-curricular activities in year 3 or 4 that build on the 2nd year programming course camping trip to develop a stronger departmental identity among students. (Recommendation 3.5)

Develop mechanisms for strengthening transfer students’ critical thinking and writing skills and their theoretical knowledge without marginalizing them. Consider partnering with the library to help transfer students develop some of these skills. (Recommendation 4.2)

The UPC changes effected through these discussions will come into effect beginning 2017/2018 academic year.

Please see response to recommendation 1.1, 3.1, 3.2, and 3.6 as these recommendations and actions are closely aligned.

2018 Comments:

Please see detailed comments under recommendations 3.1 & 3.6 (A taskforce group of members were mandated to address this matter in the summer of 2017)

2019 Comments:

The program is enjoying the positive effects of the curriculum changes initiated in 2016. Also initiated in 2019 has been some small curriculum changes that continue to work toward these outcomes, including the introduction of a course on indigenous leisure and an addition of a Minor in RECL. The interim climate review report also identified curriculum 'siloining' as a concern, and so it will continue to be a priority item for the Department in 2019-20.

Recommendation #2.1

Formalize which decisions should be made by senior administrators in the department and which should be made collectively, involving all faculty members.

ARC Disposition of the Recommendation

ARC considers this recommendation to describe current practice as found in the Faculty Handbook and Collective Agreement. The Committee believes that a review of Department governance documents in order to codify practices and improved communication around decision-making would address the intention of the reviewers in this recommendation.

Implementation Plan (1st Priority)

Responsible for approving: Department

Responsible for resources: Department

Responsible for implementation: Department

Timeline: Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Direct faculty members to current practices found in the Faculty Handbook and Collective Agreement.	Chair, Dean	T	C	

2017 Comments:

Faculty members actively utilize the Faculty Handbook and Collective Agreement on a regular basis for decision making. The Department reviews and discusses and updates governance documents on an ongoing and annual basis.

2018 Comments:

The faculty handbook is referred to on procedures requiring clarification and guidelines. This recommendation is deemed as a work in progress owing to the nature of department functions.

2019 Comments:

No additional comments to add.

Recommendation #2.2

Develop decision-making policies and procedures so that decisions are transparent and collectively made whenever possible. Focus in particular on policies and procedures relating to resource allocation, work-load distribution, sessional hiring and personnel issues.

ARC Disposition of the Recommendation

ARC considers this recommendation to describe current practice. The Committee believes that a review of Department policies and procedures would address the intention of the reviewers in this recommendation.

Implementation Plan (1st Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by end Of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Periodic and consultative review and update of policies and procedures undertaken	Department Members including the Chair	T	T	T
Action #2 Implementation	Department Chair & Committee Chair(s)	T	T	T

2017 Comments:

In the past one year the department has revisited and addressed existing policy and procedural documents to update as deemed appropriate collectively. Members engage as a collective reflect on what, how, when, and why these procedures exist, and how to follow and apply guidelines appropriately. Generally, deliberations commence at the start of the Fall term and continues through the four-month period intensively.

The deliberations and upgrades are mostly undertaken during departmental meetings (once every fortnight) wherein all members are invited / expected to participate. Occasionally these deliberations are initiated at the committee level before being presented to the department. All members, Dean and staff have access to these updated documents via SharePoint.

2018 Comments:

Annual consultative review and update of policies and procedures undertaken during summer of 2017. Departmental procedures and policies documents were further refined and presented for

discussions, voting and eventual adoption with immediate effect. An updated version of the departmental risk management document is being finalized.

2019 Comments:

Departmental policies and procedures are at times onerous but workable. The only procedural issue that arisen has been regarding different interpretations of conflict of interest, however this is understandable given the vagueness of guiding policy and the changing university context. Disagreements are being resolved through the appropriate channels and the Department continues to move forward with conducting its business.

Recommendation #2.3

Support and provide developmental opportunities to the chair so they are strongly positioned to lead the department through this and other administrative processes.

ARC Disposition of the Recommendation

ARC considers this recommendation to describe current practice. The Department is encouraged to take advantage of the support and developmental opportunities available to the chair.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean of Applied Health Sciences
Responsible for implementation:	Department/Dean of Applied Health Sciences
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 This recommendation is in effect.	Chair, Dean	T	T	T

2017 Comments:

The Chair and Dean meet periodically to take stock of matters and concerns. On many occasions the Chair has solicited advisements for appropriate course of action from the Dean who has facilitated focused meetings to resolve grey areas. Some of these include: sessional hiring qualifications, workload claims, timeline adherence, faculty (re)certification supports.

2018 Comments:

The Chair and Dean continue to meet on a regular basis as previously done, see comments for 2017 above.

2019 Comments:

The 2018/19 academic year commenced with a change in the Chairship of the Department. Outside of regular meetings with the Dean and AD, there has been no additional professional development undertaken. Additional support provided to Departmental Chairs was also a recommendation in the interim climate review report.

Recommendation #3.1

Identify gaps and overlaps in the curriculum.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that recommendations 3.1 to 3.8 are linked as they all relate to curriculum review. The Committee would like to encourage the Department to undertake an ongoing process of curriculum review and revision.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Gaps and overlaps identified by the curriculum committee (summer 2016).	Curriculum Committee	T	Ongoing	Ongoing
Action #2 UPC changes submitted (fall 2016)	Department	T	Ongoing	Ongoing

2017 Comments:

The curriculum committee has engaged in significant curriculum review and recommended revisions during the summer of 2016. Gaps and overlaps were identified as part of this process. 6 courses were recommended for deletion. UPC changes related to curriculum gaps and overlap were submitted and approved during the fall of 2016 through the UPC process.

Future course of action will focus on (a) rationalizing / ensuring progressions in skill / acumen development commensurate with course levels and descriptions (b) study concentration (in RECL Studies) declaration juncture.

2018 Comments:

a) This commitment has been put into motion by many members in their course design. Additionally, the task force committee on “Bridging Library & Librarian with Student Learning” has worked closely with the Library representative in the field to co-explore strategies for implementation (see recommendation # 3.4; 4.2; 4.4)

(b) A task force was assigned to deliberate and bring forward suggestions for appropriate juncture for declaring preference for concentration. Currently, students identify their choice of concentration of study at the beginning of the first year with the option to change within their first year of study (until April/May). It was suggested that perhaps this time period be extended to December to accommodate indecisive students and to align with completion of the new second year requirements wherein they must learn the foundations in 2 of 3 concentrations in the fall term. The ultimate goal is to facilitate timelines so that students can graduate in four years. The suggestion (same for item 3.6) has been shelved(delayed) for lack of consensus among task-force members.

This will be revisited as an agenda item for the upcoming retreat of 2018. It is expected that a continuous process of curriculum revision and evolution will be adopted.

2019 Comments:

The major undertaking of 2018/19 has been the climate review, and so any discussions of curriculum were set aside pending the results of this process, as there was a sense that the climate review recommendations would be tied to curriculum and specifically the program concentrations. A climate review interim report was released to the Department in March, and as expected it recommended a revisiting of the need for program concentrations. However the release of the report was also traumatic for the Department, and some time needs to pass before the group is ready to discuss future-oriented plans. There is a clear need for the RECL program to undertake a strategic planning process in 2019/20.

Recommendation #3.2

Identify redundancies in course content in the core curriculum (i.e. social psychology of leisure and sociology of leisure).

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Redundancies in course content identified by the curriculum committee (summer 2016 & 17)	Curriculum Committee	T	Ongoing	Ongoing
Action #2 UPC changes submitted (fall 2016 & 17 & 18)	Department	C	Ongoing	Ongoing

2017 Comments

The curriculum committee engaged in significant curriculum review and recommended revisions that was aided by curriculum mapping during the summer of 2016. Redundancies were identified as part of this process. 6 courses were recommended for deletion. UPC changes related to curriculum gaps and overlap were submitted and approved during the fall of 2016 through the UPC process. The curriculum map and program calendar was revisited and updated subsequently. Pl. see details provided in Recommendation 1.2.

2018 Comments:

Additional UPC changes have been submitted and accepted in 2017/18

2019 Comments:

As noted earlier in the report, some additional minor curriculum changes were submitted in 2018/19.

Recommendation #3.3

Strive for greater efficiency of core delivery across and within concentrations and the core. In this vein, consider staggering course offerings so some are not offered every year.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Stagger / cycle course offerings to generate options and variations for students and faculty.	Chair/Dept. Undergrad Coordinator	H	T	T

2017 Comments:

While this recommendation has been initially discussed, the Department has not yet addressed it at length. This recommendation will be revisited during the 2016/17 retreat.

2018 Comments:

Discussions on this matter continue to be inclusive. Efforts are ongoing to resolve the hiatus. Please refer to recommendations 3.1 & 3.6.

2019 Comments:

Effective course scheduling continues to be a priority, particularly given the changing enrolments in the program.

Recommendation #3.4

Develop a plan to partner with librarians, with the goal of integrating library skills into each year of the curriculum.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Library
Responsible for implementation:	Department/Library
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Departmental discussions at retreat (Apr. 26 & 28, 2016)	All members	C	C	
Action #2 Curriculum committee met (summer 2016)	Curriculum Committee	T	Ongoing	C
Action #3 Felt need for additional discussion on partnering with librarians in all years of the RECL curriculum realized	Chair	H	Ongoing	C

2017 Comments

The designate library representative was invited to the department retreat to solicit and exchange information on possibility and modality options available to faculty members for partnering. At the retreat, members committed to access the representative to customize services and programs for specific courses. Some members have since engaged with the librarian on this accord. The faculty representative has been actively recruited by the librarian to convey information between library and department.

The curriculum committee engaged in initial discussions about this recommendation throughout the summer of 2016. While mapping the curriculum it was realized that curriculum revisions needed to be in place before addressing details of such engagement and interaction. The Department will attend to this recommendation during the 2017 retreat and curriculum mapping will be renewed.

2018 Comments:

The task force committee worked together with Library representative for the discipline (Library representative for the Dept.) regarding information skill development, towards the following outcomes:

Scaffold of skills across the curriculum given the perceived gap with focus on program core (1P90, 2P07, 3P11, 4F07 and 4F15).

Instructors (aligned with the above courses) will work with Library Representative will provide feedback so that efforts may continually be improved and that duplication in other courses may be prevented

The work of this taskforce led to two direct results: (a) generation of 2 seminars being held in the library for RECL 1P90 with a view to ensuring desired outcome in learning, and (b) skill oriented modules have been created for TA's to facilitate during seminars

2019 Comments:

No additional updates.

Recommendation #3.5

Consider integrating more co-curricular activities in year 3 or 4 that build on the 2nd year programming course camping trip to develop a stronger departmental identity among students.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Curriculum committee met (summer 2016 & 17)	Curriculum Committee	T	T	T
Action #2 Retreat discussion on co-curricular activities in years 3 and 4.	Chair	T	T	T

2017 Comments:

The curriculum committee engaged in initial discussions on this recommendation during the summer of 2016. Members agreed that this recommendation ought to be addressed during the 2017 retreat.

2018 Comments:

A suggestion from the task force on Student Learning Experience was to develop a plan to work throughout the year and possibly look at Basecamp model.

Additionally, the alumni day is deemed as a co-curricular success for the current students that lent to creating a unified identity across various concentrations in the program.

This item will be revisited as an agenda item for the upcoming retreat in the summer of 2018.

2019 Comments:

In 2018/19, the program ran RECL 3V60, which is an elective year 3 course that involves students in the delivery of a March Break camp through the YMCA. This course was very successfully delivered however it attracted a small number of students, which suggests that the student desire for more co-curricular activities may in reality be more tempered than was suggested by students in during the program review process.

Recommendation #3.6

Consider how students can explore the focus and content of all concentrations before having to commit to one.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving: Department
 Responsible for resources: Department
 Responsible for implementation: Department
 Timeline: Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Curriculum committee developed recommendations (summer 2016)	Curriculum committee	T	D	D
Action #2 UPC changes submitted (fall 2016)	Department	C	C	
Action #3 Department discussion on giving students more time to choose a concentration.	Department	T	D	D

2017 Comments:

The curriculum committee engaged in significant curriculum review and recommended revisions during the summer of 2016. Areas to create more openness in course and concentration options were identified as part of this process and were reflected in the recommendations. UPC changes were submitted and approved during the fall of 2016 through the UPC process that will give students additional options to explore more than one concentration's content at the second year. This change goes into effect for the first time in the 2016/2017 academic year. The curriculum committee engaged in curriculum mapping activity to discuss about giving students more time to decide on a concentration during the summer of 2016. The Department has not yet concluded their deliberations and will resume on this matter during the 2017 retreat (see comments for recommendation 3.1).

2018 Comments:

The task force committee on Curriculum Progression met to explore strategies regarding student commitment to a concentration (in terms of process and formalization) for their studies with limited success. Please see response to 3.1 for additional information.

The designated task force did not meet consensus on whether this should remain in place or omit the identification with a specific concentration at (delayed action) initial application. It was suggested that feedback from students be obtained on how they perceive the current application process (again without consensus) as well as seek insight from registrar's office on why it might be in place.

2019 Comments:

Discussions regarding concentrations continue to be contentious, however the interim climate review report offers continued incentive to address the perceived or real concerns regarding students the too-early streaming of students into areas of concentration. As with other updates, curriculum revisions took a back seat this year to the climate review process.

Recommendation #3.7

Become a more interdisciplinarily focused department, and find common ground with regard to helping students realize how to serve and problem solve via multiple pathways (e.g., therapeutic and outdoor recreation working together around wellbeing for individuals with physical limitations or outdoor and community recreation working together to provide youth development programming).

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions	Responsibility	2016/17	2017/18	2018/19
On Target (T), On Hold (H), Delayed (D), Complete (C)				
Action #1 Curriculum committee developed recommendations (summer 2016 & 17)	Curriculum Committee	T	D	H
Action #2 UPC changes submitted (fall 2016)	Department	C		

2017 Comments

See response for recommendation 3.6. The Department believes this recommendation can be addressed at a later stage through the UPC changes. It is deemed that RECL students would be

served well through possible integration of diverse content of concentration and core courses. Appropriate decisions can be facilitated through curriculum mapping.

2018 Comments:

See response for recommendation 3.6. The discussions of the task force group remain inconclusive and are hence delayed

2019 Comments:

See response for recommendation 3.6.

Recommendation #3.8

Structure more flexibility across the concentrations so that students can develop expertise in more than one concentration. Using the minor option may be one pathway to doing so.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. See also the ARC Disposition for recommendation 3.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions	Responsibility	2016/17	2017/18	2018/19
On Target (T), On Hold (H), Delayed (D), Complete (C)				
Action #1 Curriculum committee developed recommendations (summer 2016)	Curriculum Committee	T	T	T
Action #2 UPC changes submitted (fall 2016)	Department	T	T	T

2017 Comments

See response for recommendation 3.6. Brock University program policies currently dissuades proposals for minor within home Departments.

2018 Comments:

See recent comments from recommendation # 3.1.

Also, within the RECL Studies Program, the outdoor recreation concentration offers an option for a minor program for students in non- RECL Studies programs across the university. So far, this

program has not been operationalized for lack of registrants / students. The department is considering to explore a minor in RECL Studies.

2019 Comments:

As noted earlier, the Department approved the addition of a Minor in Recreation and Leisure Studies.

Recommendation #4.1

Market to, recruit and select students whose first choice is RECL Studies.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee encourages the Department to enhance existing recruitment efforts and continue to develop new initiatives that will serve to attract more first-choice applicants to the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Dean of Applied Health Sciences
Responsible for implementation:	Department/Dean of Applied Health Sciences
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions	Responsibility	2016/17	2017/18	2018/19
On Target (T), On Hold (H), Delayed (D), Complete (C)				
Action #1 Publicity and Promotions activities and events (Faculty & University levels)	Dean	T	Ongoing	Ongoing
Action #2 Active participation in program information dissemination	Department Members	T	Ongoing	Ongoing

2017 Comments:

This recommendation rests largely with the Decanal and University promotions office. The Dean's office has facilitated revamping of the Department brochures and will be working with the department to revamp the department web page (among other efforts).

The Registrar's office is also enhancing admission procedures, timing of acceptances and targeting first choice and local applicants to enhance acceptance rates.

Departmental participation is encouraged and undertaken in various ways. These include enthusiastic and widespread participation of RECL faculty/staff in Brock's recruitment efforts at the Ontario Universities Fair, Brock Open houses and in other recruitment efforts. Additionally,

efforts are currently underway to involve RECL specific alumni in the program, both internal and external to Brock.

2018 Comments:

As before, Departmental participation continues to be encouraged and undertaken in various ways. These include enthusiastic and widespread participation of RECL faculty/staff in Brock's recruitment efforts at the Ontario Universities Fair, Brock Open houses, Community Partnership Events, and in other recruitment efforts.

Additionally, efforts are underway to involve RECL specific alumni in the program, both internal and external to Brock by way of event planning and execution (Homecoming (3rd week of September, on-site support), Bridging Day (January), open house); employing social media (Twitter, news stories, press releases, videos, bulletin board, profile of faculty, alumni profiles); Evaluation Projects; written and oral communications, photography and videography of success stories.

A dedicated group of faculty members and Dean's Alumni Counsellors discussed ways to enhance current marketing efforts on an ongoing basis. The intent was to explore and devise compelling mechanisms and platforms to bring together incoming, current, and former students. Specific recommendations include: incorporate a tab on website that listed community 'partners;' update photographs/videos that capture activities, offer inspiring content for dissemination regarding award winners, alumni profiles, workshops and webinars or other online continuing education formats for RECL alumni.

2019 Comments:

We have continued to build on our marketing efforts of the past years by (1) holding a second successful Alumni Day event in January 2019; (2) expanding our social media presence particularly on Instagram; (3) continuing our involvement with key provincial professional associations (Parks and Recreation Ontario; Therapeutic Recreation Ontario).

A very important undertaking of the Department in the last few years has been the Professional Degree Completion Program, not only for what this program has offered in terms of further educational opportunities but also for the marketing and promotional benefits it has offered the program in terms of visibility and 'buzz' in the sector. The 'students' who have been involved in the program are current leaders in the field, and they actively promote the program to others in their workplace.

A high priority for the Department is to devise a way to continue to serve the 'working professional degree-seeking student' that is sustainable, attractive, and innovative.

Recommendation #4.2

Develop mechanisms for strengthening transfer students' critical thinking and writing skills and their theoretical knowledge without marginalizing them. Consider partnering with the library to help transfer students develop some of these skills.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that the Department is exceptional in the number of articulation agreements that exist with Colleges for all three streams of the program.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Brock's A-Z Learning Services implementation of newly created Transfer Success Program (2016/17)	A-Z Learning Services Student Success Centre	T	C	
Action #2 Integrate/leverage the new transfer success program into RECL's transfer materials and orientation.	Chair, Undergraduate Coordinator	T	C	

2017 Comments:

This recommendation is being addressed at the University level by Brock's A-Z Learning Services - Student Success Centre. In 2016/2017, the Centre began offering specialists to meet with transfer students to explore goals and resources available to help with the transition to University and offers six hours of free course-specific tutoring. The RECL Department will integrate these resources into the current orientation process beginning in the 2017/2018 academic year.

2018 Comments:

The Curriculum related task force recommended specific student engagements such as orientation to Brock; knowledge of facilities and services at Brock (that their peers acquired in 1st yr.). Besides these, the office of Student Services offers a Transfer Success Program (for students transferring from an Ontario institution - <https://brocku.ca/learning-services/transfer-students>).

Two staff members planned an Outdoor Experience job fair that was successfully executed in Dec. 2017).

A faculty member currently serves on the Student Learning Experience sub-committee to communicate pertinent information to the instructors, administration and the library

representative. This instructor also attended the student symposium which featured a focus group with RECL 3P11 transfer students.

The library representative for the discipline provided information from the Transfer Student Symposium with the purpose of understanding the needs of such students.

2019 Comments:

No additional comments.

Recommendation #4.3

Provide a multi-faceted RECL transfer student orientation to help them acclimatize and understand how their knowledge base intersects with their future coursework.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that this recommendation is closely aligned to #4.2.

Implementation Plan (1st Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2016/17

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Revisit the current orientation program	Academic Advisor & Faculty	T	C	
Action #2 Courses in year 2 will need to be delivered with particular consideration for transfer students' knowledge base	Academic Advisor & Faculty	C	Ongoing	Ongoing

2017 Comments

The current format and content of orientation was reviewed and thereafter deemed appropriate.

Faculty recognizes the needs of the transfer students in various courses and makes efforts to generate a positive yet challenging learning environment. Pl. see comments section of Recommendation 4.2

2018 Comments:

The orientation program for incoming students has been completely redone. Please refer to comments in 1.2; 3.1; 3.4, 3.6 and 4.2 for details. Now the department has full control of the event, while the faculty Deans are invited to engage with the university cohort.

2019 Comments:

The Department continues to refine and improve its student orientation process. The new format was again successfully delivered in fall 2018. An additional transfer student orientation was offered in November 2018. Also undertaken in 2019 were updates to two important articulation agreements (Niagara College and Canadore College), for the purposes of smoothing the transfer process for students.

Recommendation #4.4

Develop creative ways to get all RECL students familiar with the library and all that it has to offer.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that this recommendation is closely aligned with #3.4.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Library
Responsible for implementation:	Department/Library
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions	Responsibility	2016/17	2017/18	2018/19
On Target (T), On Hold (H), Delayed (D), Complete (C)				
Action #1 Curriculum committee made recommendations (summer 2016 & 2017)	Curriculum Committee	T	Ongoing	C
Action #2 Retreat discussion on library engagement in all years of the RECL curriculum.	Chair	T	C	

2017 Comments:

The curriculum committee engaged in initial discussions about this recommendation during the summer of 2016. Members and sessional instructors have since been guided to the University's services of the CPI to customize and implement library based learning activities. The Chair has been active in providing rudimentary information on courses and instructors to the designate

librarian for the purpose of consultation in advance of course delivery. Department members will continue to strive for innovative ways to address this recommendation.

2018 Comments:

Library representative for the discipline apprised the faculty on the 'Space, Service and Stuff' offered by the library and highlighted new initiatives, featuring - liaison librarian; 'ask desk'; chat feature on-line; book retrieval service; group study rooms; personal librarian program (automatic customized emails to students 3x/term); MakerSpace (3D printer, help w making podcasts / videos); 6th floor study space, upcoming renovations to 5th floor intended to open more study space.

A RECL Research Guide has been generated for dissemination via Sakai for RECL courses since the 2017 Fall term.

2019 Comments:

No additional comments.

Recommendation #5.1

Develop a coherent experiential learning plan or strategy that cuts across all concentrations and the core. Current strategies appear piecemeal and concentration specific.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that work has already begun to integrate and enhance experiential learning strategies in the Department and Faculty. It is also understood that experiential learning components in the curriculum will be addressed during the curriculum review.

Implementation Plan (2nd Priority)

Responsible for approving:	Department/Dean of Applied Health Sciences
Responsible for resources:	Department/Dean of Applied Health Sciences
Responsible for implementation:	Department/Dean of Applied Health Sciences
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions	Responsibility	2016/17	2017/18	2018/19
On Target (T), On Hold (H), Delayed (D), Complete (C)				
Action #1 Redundancies in course content identified	Curriculum Committee	T	Ongoing	Ongoing
Action #2 UPC changes submitted (fall 2016)	Department	C	Ongoing	Ongoing

Action #3 Consultations with A-Z Learning Services	Student Success Centre	T	Ongoing	Ongoing
---	------------------------------	---	---------	---------

2017 Comments:

As indicated in commentaries for recommendations 3.2 and 4.2, the curriculum committee engaged in significant curriculum review.

Redundancies were identified as part of this process. The curriculum map and program calendar were revisited and updated subsequently.

The Student Success Centre at Brock's A-Z Learning Services has involved specialists to meet with transfer students to explore goals and resources to help with the transition to University and offers six hours of free course-specific tutoring. The RECL Department will integrate these resources into the current orientation process beginning in the 2017/2018 academic year.

2018 Comments:

Approved changes are now being implemented. It is expected that a continuous process of curriculum revision and evolution will be adopted.

2019 Comments:

We continue to benefit from the support of our full-time Experiential Learning Coordinator, through whom we have continued to refine our experiential learning processes. At this point, we are confident that our experiential learning opportunities to students are extensive, consistent, meaningful, and appropriate.

Recommendation #5.2

Strengthen professional placement and internship opportunities, and offer them to all students. This expansion would require that appropriate educational supports are in place during placements and that qualified instructors and appropriate community partners be identified.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee understands that this recommendation is closely aligned to #5.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department/Dean of Applied Health Sciences
Responsible for resources:	Department/Dean of Applied Health Sciences
Responsible for implementation:	Department/Dean of Applied Health Sciences
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Hiring and monitoring of EEC	Dean	C	Ongoing	C
Action #2 Cooperation and information exchange between associated faculty members and EEC	Department members	T	T	C

2017 Comments:

The Dean's office has fulfilled its responsibility for hiring of an Experiential Education Coordinator (EEC). An individual is now in place to undertake the responsibilities of helping students with their internship / placement / experience related needs.

Regular and consistent conversations between associated faculty members and the (EEC) ensured timely address of needs for student placements. Periodic checking by the Chair further solidifies the effectiveness of tasks of the (EEC). Faculty feedback further affirms efficiencies and accomplishments on behalf of students.

2018 Comments:

Although plans have been put into motion, the outcomes and subsequent alterations and exchange between members and EEC continue on a consistent basis

2019 Comments:

As mentioned previously, the continued and expanded presence of the EEC has been hugely beneficial to our program. It has contributed to greater consistency in experiential learning planning processes across courses, expanded the number and quality of experiential learning opportunities for students, and has been particularly beneficial in situations where courses are taught by new or part-time instructors. The consistent presence of an EEC has had a remarkable impact on our program.

Recommendation #5.3

Use RECL's strategy of integrating curricular and co-curricular activities as a model of experiential learning across the Faculty and University.

ARC Disposition of the Recommendation

ARC considers this recommendation to be not accepted as it lies outside the scope of this review. The Committee recognizes that the recommendation is an acknowledgement of the Department's strength in incorporating experiential learning throughout its program.

Implementation Plan

Recommendation not accepted.

2017 Comments

As noted in the RECL Final Assessment Report, this recommendation is directed to benefit other programs across the faculty and the university and we appreciate the reviewers' acknowledgement of our experiential learning activities. Hence this recommendation does not require further elaboration.

Recommendation #5.4

Add and disperse experiential components throughout the TR [Therapeutic Recreation] curriculum, not just at the end.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted for consideration by the Department during the curriculum review. The Committee understands that there is a wide range of activities which are considered experiential components at Brock.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Call for discussion sessions among TR related faculty members	Members	T	H	T

2017 Comments:

Curriculum related discussions are being undertaken in incremental phases and is aided by curriculum mapping.

2018 Comments:

Discussions among the TR faculty has been relatively slow due to the reduction in the TR faculty cohort.

2019 Comments:

2018/19 saw the introduction of a highly successful piloting of an experiential learning component to a Year 2 course that focuses on therapeutic recreation. We plan to continue with this field component.

Recommendation #5.5

Develop a plan for evaluating the efficacy of experiential learning efforts, and use it to assess resource allocation, especially the modification or elimination of particular experiences.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted for consideration by the Department during the curriculum review. The Committee understands that the Vice-Provost, Teaching, Learning and Student Success is already engaged in measuring the efficacy and impact of experiential learning components and the Department is strongly encouraged to seek assistance from this Office as it implements this recommendation.

Implementation Plan (2nd Priority)

Responsible for approving: Department/Vice Provost, Teaching, Learning and Student Success

Responsible for resources: Department/ Vice Provost, Teaching, Learning and Student Success

Responsible for implementation: Department/ Vice Provost, Teaching, Learning and Student Success

Timeline: Dean of Applied Health Sciences to report by end of Academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Periodic and consistent communication and review by faculty	Dean	T	T	T
Action #2 Three-way monitoring and feedback	Department Members	T	T	T

2017 Comments:

The strategy to address this recommendation is an integrated three-way communication between Members, EEC and the Dean.

Relevant department members, alongside the Chair are best situated to review and determine the efficacy of experiential learning opportunities. Based on the feedback from the EEC, students, agencies and associated faculty, modifications / elimination / enhancements to existing practices were determined.

Any future changes arising from such a review which impact the work of the EEC will be coordinated with and approved by the Dean's office as would any change in resource requirements.

2018 Comments:

Regular informal communication occurs between department members (staff and faculty) to ensure continued improvements. Besides, a Task-force group has dedicated itself to review the

extent (need assessment) and purpose (effectiveness) of the experiences obtained in different courses. The review and recommendations of this group will be made available to the department members for discussion and follow-up.

Presently, a review of the Professional Degree Program at Centennial College is being undertaken to ascertain efficiencies and effectiveness of this initiative for future directions.

2019 Comments:

As previously mentioned, the long-term presence of a program experiential education coordinator has been integral to our EXED quality assurance processes.

Recommendation #6.1

Consult alumni in curriculum planning, department direction and resource development.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee recognizes that the Department already has good relations with alumni which could be further developed and utilized in the areas suggested by the reviewers.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Discuss ways of more formally integrating alumni into the curriculum planning process.	Chair, Department Dean	H	T	T

2017 Comments:

The Department has not yet currently addressed this issue. This recommendation will be visited during the 2017 retreat.

2018 Comments:

Please refer to recommendation 4.1 for details on departmental actions in this regard.

2019 Comments:

Again, we have benefited from increased alumni engagement through the inception of our annual Alumni Day event. On the agenda for late 2018/19 is the implementation of an alumni survey, to gather feedback related to some of the topics and issues noted in the interim climate review report and the program review, as well as feedback on new programs ideas and directions.

Recommendation #6.2

Engage alumni in mentoring activities with current students.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee understands that this recommendation is closely aligned to #6.1.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by end of academic year 2017/18

Actions On Target (T), On Hold (H), Delayed (D), Complete (C)	Responsibility	2016/17	2017/18	2018/19
Action #1 Discuss ways of more formally engaging alumni to mentor current RECL students.	Chair and Department	H	T	C

2017 Comments:

The Department has not yet addressed this recommendation but will do so during the 2017 retreat.

2018 Comments:

Please refer to recommendation 4.1 for details on departmental actions

2019 Comments:

As noted earlier, we have instituted an Alumni Day that has been extremely beneficial in achieving this recommendation. Additionally, alumni continue to support students as placement and internship supervisors.