

**Faculty Council Minutes**

**November 10, 2023 12:00 – 2:00 p.m.**

**Virtual Meeting, Zoom**

**Link:** <https://utoronto.zoom.us/j/86531653681>

**Present:** Beth Ali, Catherine Amara, Tricia McGuire-Adams, Andrew Alvarez, Kelly Arbour-Nicitopoulos, Christopher Arnold, Joseph Baker, Robert Bentley, Jadyn Brooks, Barb Brophrey, Timothy Burkhart, Rowena Cai, Simon Darnell, Caroline Fusco, Jack Goodman, Ira Jacobs, Emma Karamanlian, Gretchen Kerr, Jen Krol, Marius Locke, Lynda Mainwaring (Chair), Daniel Moore, Amin Mostofinejad, Wendy Pais, Sabrina Razack, Catherine Sabiston, Daniel Sailofsky, Boba Samuels, Katherine Tamminen, Luc Tremblay, Linda Trinh, Tim Welsh.

**Regrets:** Joyce Chen, Beatrice Calista Chua, Paul Handley, Michael Hutchison, Lucy Tempest.

**Guests:** Hasana Amini, Noah Baccal, Jack Barney, Rebakah Choi, Sam Collins, Michael Cournoyea, Dorian D'Angelo, Jelena Damjanovic, Danny Domingos, Joshua Engelke, Hania Eskandarinezhad, Jennifer Fong, Terry Gardiner, Coleman Ho, Megan Kataras, Kayla Kisacik, Melina Lavasidis, Georgia Liounis, Austin Litow-Daye, Lindsay Maier, Maryanne McCormick, Mackenzie McDermott, Landyn Meadow, Michelle Miao, Owen Omozusi, Muhammad Patel, Davis Parsons, Victoria Patterson, Janessa Rowe, Naveem Shnoudeh, Meredith Strong, Jett Sweitzer, Kiruthika Thaya, Alaina Tsimiralis, Jane Zheng, plus 9 additional guests (no name disclosed).

**1. Call to Order and Introductions**

The Chair called the meeting to order at 12:03pm. The Chair then briefly reviewed the rules and regulations that must be followed during a formal Faculty Council meeting for attending voting members and guests. Professor Mainwaring explained that the Faculty Council is overseen by the University of Toronto Act which allows the Council to exercise its responsibility under the KPE Faculty Council Constitution, which includes the Faculty Council By-Laws. Lastly, she noted that Council meetings are conducted by following the Bourinot's rules of order.

**2. Approval of Agenda** - The agenda was accepted as presented. (**Motion:** Jacobs/Ali, Carried)

**3. Approval of Minutes** - The minutes from the October 13, 2023 Faculty Council meeting were accepted with one minor amendment to remove Robert Bentley from the attendees list. (**Motion:** Arnold/Welsh, Carried).

**4. Committee Reports**

a. **Executive Committee** – No report

b. **Undergraduate Examinations** – Deferred report to the next Faculty Council meeting.

c. **Undergraduate Curriculum**

Professor Amara presented the *BKin minor modification: Removal of Outdoor Projects Degree Requirement* to the Council for information, on behalf of the Curriculum Committee. Professor Amara stated that the outdoor projects have been a part of our Faculty since the 1970s. In the mid-1970s, the curriculum included a second year required outdoor project course and six optional four hundred and three hundred level courses with different course codes than what we currently see in our curriculum. These outdoor experience courses would take generally three to

five days to complete. In the early 1980s, these courses went through some changes. At this point in the timeline, the first and second-year degree required courses were introduced, as well as several optional upper-level courses. In the late 1980s, the outdoor projects courses were given the ODP course code (ODP100 and ODP200 which were required courses).

Currently, students must take the compulsory outdoor project course in first year (ODP100 – Instruction to Outdoor Physical Activity and the Environment) and another compulsory outdoor project course in second year (ODP200 – Advanced Outdoor Physical Education), and select one of the optional upper years ODP courses (ODP300, ODP301 or ODP3002) as required by the BKin degree. These outdoor project course requirements are not-for-credit BKin degree requirements. The students must take these three outdoor project courses on top of the twenty full academic course credits in order to be considered eligible for the Bachelor of Kinesiology degree.

Next, Professor Amara presented the Council with some of the historical objectives of the outdoor projects dating back to the seventies and eighties. These objectives can be found on the academic calendars of the relevant years. Professor Amara also mentioned that the objectives remain the same for some of the upper year outdoor project elective courses. Additionally, she also presented some of the more recent outdoor project objectives, retrieved from the course outlines and learning activities that have been planned for the outdoor projects in the past several years including before the global pandemic.

In the recent years, there has been a strong focus of orientation in the first-year outdoor project course. There have been a variety of activities that help students build trust, learn about each other and increase their communication and survival skills in wilderness as well as foster equity and inclusivity. Students are also given tips on academic preparation, and these tips and skills are achieved through a number of physical activities in the outdoor environment. Some of these activities include adapted games, trust games, building fire and finding water. The second-year outdoor project course is an advancement on some of the outdoor physical activity skills learned in the first-year course, and the course also continues to focus on academic success for students. The second-year course mostly focuses on aquatics, waterfront safety, first-aid, cooperative game, trust games and mountain biking. More importantly, the second-year outdoor project course curriculum has an emphasis on leadership skills development for senior students and the unique experience of the camp. The third-year elective offerings are less closely connected to the courses offered in the first two years. The upper-level elective courses focus largely on the outdoor physical activity, and these objectives align with some of the historical objectives of the outdoor project courses.

The Faculty has gone through many changes since the 1980s, and these changes have directly impacted the outdoor projects. Our Faculty's current first-year enrolment is close to 354 students, and in the early 2000s our Faculty had approximately 110 first-year students. The size of the cohort impacts the way students engage with each other and attend the outdoor project camp. Moreover, we have also seen a growth in our faculty members, and as such we are able to offer more elective courses. We have greater diversity and a much higher number of international students, as about sixteen percent of our student body is international students this year. As a comparator, in previous years, international students only comprised one to two percent of our total student body.

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Aside from the gradual increase in students and faculty members, there has been a dramatic expansion of experiential education opportunities not just within our Faculty, but across the University of Toronto. As the field of Kinesiology expands, we have also seen diversification in our students' career interests. While at one time, the majority of our graduates pursued careers in teaching/physical education, now, more and more of our students pursue careers in applied health sciences, etcetera. Due to the increasing size of the student body, we have also seen an exponential increase in the student services needed to support students. Professor Amara stated that the growth in the student body and faculty, as well as the increase in international students, have been intentional strategic changes. As such, it is important that we also intentionally ensure that the curriculum addresses the needs of the changing landscape.

The rationale for removing the outdoor project not-for-credit degree requirement is based on several points. Several years ago, there was a University wide recommendation to eliminate the not-for-credit degree requirements. This recommendation was not only made towards KPE but other Faculties that had not-for-credit degree requirements. Several years ago, our Faculty had a number of not-for-credit physical activity and practical courses that students had to take on top of their twenty full academic course credits. The rationale for the elimination of not-for-credit requirement comes from students' increased concerns expressed over their mental health and feeling overwhelmed with their heavy workload. Many of our students have jobs in addition to being full time students, some have caregiving responsibilities and many also have volunteering positions to help them better prepare for their careers or future educational pursuits. As such, to ensure that we are not overwhelming our students with additional work on top of their credit degree requirements, the physical activity requirements were changed into curricular requirements. Some of those activities are now part of current courses, for example the Pedagogy of Playing Games (KPE333) and Introduction to Movement Observation and Evaluation (KPE182), and several other courses. There have been substantive changes over the past two decades that have resulted in the outdoor projects being somewhat separated from the curricular learning outcomes. In addition, the Examination Committee has received increased number of petitions related to outdoor project accommodation requests. This has also informed various discussions at the Curriculum Committee. There has also been an increase in the concerns raised by both students and faculty, with regards to the outdoor projects as they currently exist which include access to the programs, the culture within the projects, cost and the timing of the course. The cost is one of the biggest concerns expressed by the students, as students are required to pay for attending the ODP course offerings. The Faculty has subsidized a portion of these costs, but it remains a concern.

In terms of time and access, students who do not live in the city find it difficult to attend the outdoor projects during the summer months. For instance, first-year students as well as international students most times do not have their accommodations in place when outdoor projects take place in the summer. International students might not have their visas in place in the summer months when the ODPs usually take place.

Professor Amara then mentioned some of the recent concerns that the Curriculum Committee has been discussing in the past few years regarding the outdoor projects which has been shared with students. Student feedback has been collected and considered by the Committee. This feedback has been shared with the Professoriate for feedback. As a result, the discussion process has been a continuous cycle, and it has been challenging because this process contains many different perspectives. It is difficult to reach a decision within one academic year, as with each year the Committee also welcomes new members, including both student and alumni members in

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addition to faculty and staff. Thus, the discussion process must be repeated and re-visited to ensure all the members, new and returning are still in agreement.

The Committee has invited guests to speak at the meetings, reviewed readings and looked at the curriculum as a whole. In addition to students feedback, some information has also come from the Office of the Registrar and Student Services. The discussion process included a number of student group information sessions and individual student meetings with the KPEUA members.

The Committee has taken a similar approach to that of the curriculum renewal process with the outdoor projects. Professor Amara mentioned when the decision was made to reduce the number of compulsory courses because students wanted more electives, the content of those courses were moved into the first two years of study. The Committee had discussions about the content that every graduate should have and then the courses were repackaged. While taking a similar approach with the outdoor projects, the Committee asked and discussed three key questions:

- 1) Should some form of outdoor physical education remain in the Bachelor of Kinesiology curriculum? The Committee quickly recognized the importance of outdoor spaces and its positive impact on mental and physical health. As such, it was unanimously considered that some form of outdoor education must remain.

- 2) Should some form of outdoor physical education be compulsory for all of the students? The Committee agreed that we cannot have students graduating without having some knowledge about outdoor physical education.

- 3) Should outdoor physical education continue to be offered as not-for-credit? The Curriculum Committee thought we should be moving away from not-for-credit requirements.

There is strong recognition from students, faculty and staff across the board that there is value in the outdoor projects even when separate from learning outcomes of the curriculum. The Faculty has institutional memory of the outdoor projects and students in particular have expressed the importance of the orientation piece of outdoor project courses. The leadership skills and opportunities that the OPD200 course presents also has been noted as a strength of the program. Moreover, some students find the intangible camp environment itself being highly beneficial. However, some students also feel that there is a disconnect from the curriculum, and find it difficult to understand why they need this as a degree requirement. As mentioned previously, an increased number of accommodation petitions have been received in the recent years from students who have various challenges and concerns with the outdoor projects. As a result, it is popular among some students and at the same time quite unpopular for other students. The cost of this course is also a significant financial burden for students. The cost of these courses are several hundred dollars in addition to the tuition that the students pay, and students must pay this amount in order to be eligible for the Bachelor of Kinesiology degree.

Next, Professor Amara revisited the concerns related to the timing of the courses, equity and accessibility. She then noted that there are disparate ideas and thoughts regarding outdoor projects coexisting within our Faculty. Therefore, the Committee has worked toward a proposal that has the flexibility to meet the needs of the large population of students and to update the curriculum in alignment with the academic plan. This has led the Committee to propose that we remove the ODP100, ODP200 and OPD300 series as degree requirement from the Bachelor of Kinesiology starting in Fall 2024. This change will not impact the current students, but impact the incoming cohort of students that will be joining KPE in 2024 September. The senior ODP projects would remain the same for students who are already in the program, so they would be able to finish their degree requirements.

Professor Amara stated the Committee has been in talks about this change for quite some time. However, the proposal was not brought to the Faculty Council earlier because the Committee wanted to ensure all of the key concerns expressed by students and faculty across the board were addressed. Thus, the Committee decided to come forward with a dual approach, instead of just proposing the removal of ODP as a BKin degree requirement. The Committee wanted to ensure that the removal recommendation was in parallel with the other approaches to enhance the recognized strengths of the outdoor projects in other aspects of the curriculum. The learning outcomes and competencies of the BKin program will remain unaffected and our students' ability to graduate will not be impacted by this change. Students will still achieve the same program learning outcomes even with the removal of the outdoor projects. The Faculty is committed to continuing to explore opportunities to enhance the student experience, which includes discussions related to orientation. During this process the Committee has reviewed and highlighted many key contributions of the outdoor projects, and noted that some of these can be seen to exist in other areas of our curriculum that were not there several years back due to the gradual expansion of our program.

Next, Professor Amara listed the grouping of some of the key contributions of the outdoor projects: Outdoor physical literacy and skill development, environmental connection and stewardship, orientation and community building, leadership skill development and the camp experience.

Then Professor Amara briefly went through where within the curriculum enhancements are or be implemented with regards to outdoor physical literacy and skill development. For instance, this year we have expanded our upper year electives courses to include two new courses, KPE336 - Outdoor Physical Activity and Recreation and KPE436 - Outdoor Education and Environmental Stewardship. These two courses have more than one practical field experience component. The Committee has also discussed over the years in conjunction with Professor Goodman, the ODP Director, the idea of an upper year elective course that embeds a camp experience and would be similar to some of the experiences offered in the ODP300 series. Moreover, there are several other courses currently offered in our Faculty that have strong connections and a significant content related to environmental health, advocacy and stewardship. Few examples include: KPE200 – Theories, Bodies, Politics, Contexts and Praxis, KPE240 - Indigenous & Black Histories: Health, Healing and Physical Activity, KPE305 - Geographies of Social and Environmental Justice in Health and Physical Culture, and KPE310 - Sport and Climate Change. In addition to the courses that already exist, our instructors are eager to include and increase content and experiences related to this topic. The Committee has also reached out to experts on campus for support in developing some of these activities and content in these courses. In addition, in regards to orientation, the Office of the Registrar and Student Services have expanded exponentially the number of activities and opportunities for students to help meet the needs of our growing student body.

Professor Amara also mentioned with regards to leadership skill development we have academic courses KPE355Y and KPE455Y. These courses have an in-field placement and offer strong focus on leadership opportunities for credit. We have a certificate in Physical Activity Instruction that contains many courses, including Developing Physical Literacy in the Early Years and Advanced Adapted Physical Activity. This certificate has a strong focus on leadership and instruction for our students. There is also the FEAT leader opportunity available in the first-year anatomy courses and a big cohort of student ambassadors that are leaders in the Faculty in work study positions. There

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are many co-curricular offerings that have a focus on student leadership.

Students have the opportunities to list these part-time positions on their co-curricular records. There are other camping opportunities such as the KPE overnight leadership experience.

In conclusion, Professor Amara stated that the Curriculum Committee will be meeting on November 13 where students have been invited to come and speak. The Committee hopes to present their formal proposal to the Faculty Council at the December meeting.

Next, the Chair invited Mr. Jack Goodman, Professor Emeritus, to share his thoughts on the *BKin minor modification: Removal of Outdoor Projects Degree Requirement* presentation.

Professor Goodman thanked the Council for inviting him to share his thoughts on this topic. Professor Goodman stated that he has been a part of the KPE Faculty since the late 1980s, and in 1988 Professor Goodman took on the leadership role for the outdoor projects. After about thirty-five years with KPE, Professor Goodman retired in 2022. Professor Goodman stated that a number of years ago the Curriculum Committee decided to review the outdoor projects because it had not been critically reviewed as long as he served in the leadership role for the outdoor projects. Professor Goodman noted that the pandemic suspended outdoor projects for two consecutive years, and this interruption has caused reflecting on the outdoor project experience slightly challenging.

He then thanked Professor Amara and the entire Curriculum Committee for their work and spending time on this complex issue. During the course of the review process, he also provided Professor Amara with documentation, including lesson plans and detailed scheduling information in the month of February of 2022. Professor Goodman also had the opportunity to speak for a brief period of time to the Curriculum Committee and gave them an overview of the program and how he felt about the program and its values.

Next, he stated that the outdoor projects bring enormous benefit to our students, and it has some unrealized potential to become a marquee example of a healthy, progressive approach to student orientation. But more importantly, the learning and community building that our students experience during these outdoor excursions are invaluable. Professor Goodman also mentioned under his direction and leadership, as well as through the help of student leadership, the ODPs have evolved considerably, and such changes were necessary due to the changing demographic and student population. Over the years, the curriculum has been delivered to thousands of students and the overarching experience has been extremely positive. He also acknowledged the challenges some students have faced, as well as some of the administrative concerns of a not-for-credit degree requirement. He then noted that he agrees with a great deal of what the Curriculum Committee has recommended but the removal of the entire program in his opinion would be unwise. Then, he expressed that he would like to learn about what extent of granular feedback was obtained from the outdoor project student leaders and coordinators before such decision was made. Moreover, he understands the concerns that have emanated out of the Office of the Registrar and the Examinations Committee through the increased number of petitions related to ODP accommodations.

Professor Goodman agrees that the ODP300 series requirements should be eliminated. However, he was disappointed to see that the ODP200 course would also be retired. During his talks with the Curriculum Committee, Professor Goodman suggested that the elimination of ODP300

University of Toronto - Faculty of Kinesiology & Physical Education should be the first step in this curricular renewal process. He also expressed that retention of ODP100 would be wise. Professor Goodman mentioned during ODP100 programming he has seen community building and confidence building that take place amongst our students and many student testimonies reveal that this in fact facilitates very important friendships, study groups, and other types of community building across the student population. Some of these friendships last a lifetime. He then stated that during his thirty-five years career at KPE, he has seen the students undergo a tremendous transformation at these outdoor excursions. There is no question that a good number of students are fearful of getting on a bus and coming to a strange place, particularly the international students. He also noted that the students who express opposition to going or do not believe in the program, do undergo a positive transformation and come home believing that the program was worthwhile.

Next, he agreed that we have a much more diverse population now, and even in 1988 our students were not just interested in becoming future teachers, but had increasingly diverse group of students who had trajectories that were going well outside of the teaching realm. He understands that there is a perception that there is a lack of connectivity of the outdoor projects, ambitions and teaching outcomes to our broad academic mission. He then added that the outdoor project programming was not conceived or intended for individuals who are pursuing outdoor education as a profession or teaching as there are various certifications and specific degrees to assist with that need. Outdoor experiential education is a curricular method that facilitates learning outside of the classroom, in a natural environment. It is used by various groups well beyond the educational realm to advance personal and professional achievements. There are lots of academic literature that support such claims. This type of learning fosters transferable skills that we want our students to have, such as enhancing collaboration, problem-solving strategies and promotion of personal development. There is also evidence of rapid enhancement of self- concept, positive mental health, transformation and self-actualization. This type of learning has been used to promote dialogue related to social and environmental justice. This goes far beyond the simple outcomes of learning how to sail or canoe, or engage in a trust game. Thus, for these reasons stated previously Professor Goodman believes that the outdoor projects, specifically ODP100 provides great value to our students and should not be eliminated.

In regards to the diversity, Professor Goodman notes that the outdoor projects give us the opportunity to expose our international students, or those who have not had access to the such outdoor activities, to experience something that is so germane to our Canadian culture. He also added that the idea of adding outdoor experiential education to upper year courses as a replacement for the outdoor projects is laudable. Additionally, he stated that if ODP100 is not a degree requirement, it will be difficult to deliver this program when only a small number of students show interest.

Professor Goodman noted that there are many connections that can be made between outdoor project and our broad academic mission. He reiterated that ODP100 should not be eliminated solely because it is a not-for-credit degree requirement. He notes that ODPs has the potential to become a very viable academic course that is rooted in the outdoor experiential education. This could be an exemplar to UofT's experiential learning hub, and could fulfill an important niche complement within our Faculty's experiential education efforts.

Lastly, he urged others to look critically at the limitations that may exist within the ODP programming, then mitigate them to alleviate financial burden by eliminating two-thirds of the requirements. In conclusion, he asked that the Faculty and the Curriculum Committee give serious

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consideration to deferring the decision regarding the ODP100 course for one year. This would also allow a task force comprised of students, student leaders of the outdoor projects, the faculty and alumni to consider and inform Curriculum Committee how this ODP course could be optimized and improved.

The Chair opened the floor to Faculty Council's voting members to give them an opportunity first to share their thoughts and comments on the outdoor project topic, followed by guests and students.

Council of Athletics & Recreation Student Co-Chair, Amin Mostofinejad stated that during his undergraduate years at KPE, he took part in the mandatory ODP programming. Amin also added that he immigrated to Canada about eight years ago, and belongs to a visible minority group. Unfortunately, his experience with ODP was not pleasing and was painful. He felt a lack of inclusivity and representation during the ODP activities, the food that was served, and even within the body of the counselors that were leading the students. This lack of representation made him feel very unwelcomed and like an outsider amongst his classmates. Amin stated that this experience should not be inflicted upon incoming first year students as a mandatory degree requirement. This experience can be quite daunting for students who are new to Canada. In conclusion, Amin hopes that his comments and experiences will be considered by the Faculty Council and the Curriculum Committee while making a final decision regarding outdoor projects requirements.

Professor Arbour-Nicitopoulos extended her thanks to Professor Goodman for coming to the Faculty Council meeting and sharing his experience and expertise with the group. She then expressed her appreciation toward Professor Goodman's suggestion to defer the final decision regarding ODPs by one year. Professor Arbour-Nicitopoulos then added that she is happy to have further discussions regarding what can be done or what process are currently in place in term of making the outdoor program more accessible. Outdoor activities are often times seen as inaccessible from a physical and social standpoint. As such, it is very critical that we discuss and think of ways to make outdoor activities accessible for our students.

Professor Fusco thanked Professor Amara for the presentation, and thanked Professor Goodman for sharing the history of outdoor projects. Professor Fusco stated that she would caution against the making of another task force as suggested by Professor Goodman. The Curriculum Committee has gathered feedback from students, the professoriate and has had discussions with Professor Goodman as part of their review process which was evident in the presentation. The presentation also clearly stated that there are polarized views regarding the outdoor projects. Professor Fusco stated the Committee has done their due diligence before reaching this particular decision, and postponing this decision would mean the Committee would have to repeat this review process once again. In regards to the cost of the course, Professor Fusco noted that our students do come from diverse backgrounds and not everyone is from traditional upper-middle class families. Thus, the mandatory cost of this program is a financial burden on our students. In addition, she also added that eliminating of third-year outdoor project would not help reduce the cost for students, as it could still be difficult for some students and their families to even afford that amount. Professor Fusco concluded her comments by noting that it is important to review the current orientation and leadership skills development activities that are presented to our incoming students. Whether it is done through the outdoor projects or other methods, it is important that we incorporate activities that celebrate our students' diverse backgrounds, create an inclusive environment, as well as potentially adding land education led by indigenous leaders.

Professor Jacobs stated that similar to our Faculty's outdoor project fees, various other divisions also have their unique ancillary fees that all students must pay as part of the degree/program requirements. For example, students have to purchase lab coats and a stethoscope if they want to attend certain mandatory labs. Professor Jacobs noted that while the issue of cost that has been raised is important, we also have to be aware of the value of this program to our Faculty. Moreover, students at University of Toronto pay over three hundred dollars yearly to use the Sport and Recreation Facilities. This fee is automatically applied to all students, regardless of whether or not the students actually use the facilities. Professor Jacobs also added that the comments made by both Professor Fusco and Amin were all very important. These comments and concerns can be addressed constructively and via creative ways, while preserving what we value in our outdoor project programs.

KPEUA Graduate Commissioner, Jady Brooks and Melina Lavasidis were given permission to briefly speak to the Council regarding how our student body feels about Curriculum Committee's presentation on the removal of outdoor project courses as a BKin degree requirement. Ms. Lavasidis informed the Council that they had collected responses from students through social media platforms and online surveys. The survey responses received from current students and alumni show that a great many numbers of students would like the outdoor project courses to remain as a degree requirement, and not optional. Next, a few student testimonies regarding their positive experiences with the outdoor project courses were shared with the Council.

'I have spent my whole life learning how to manage chronic pain and illness. I was not allowed to participate in activities as a kid, and that included going up to lakes with friends and being unable to participate in camp settings, or doing activities that kids my age were able to do like kayaking. Learning about coping with my pain instead of trying to get rid of it in the end of High School. I was not able to do anything, until I was at ODP setting in a kayak in the middle of a lake. I was able to use my coping strategies and actually participate in the activities that normally would hurt my shoulder.'

'I urge you to reconsider any decision to eliminate the outdoor projects from our program. These experiences are not just a requirement, but a cornerstone of the Kinesiology program, and the removal would be a disservice to the students and the values we hold dear. Let us continue to provide future generations of students with the same opportunities for growth and development that we have had fortunate times to have'

Next, Ms. Brooks stated that the students hope the outdoor project courses, specifically ODP100, will continue to be offered as a first-year requirement at Camp New Moon. If this course is only available as optional, it is likely that less and less students will attend this camp experience. In conclusion, the students stated that they have met with Prof. Ashley Stirling and Prof. Catherine Amara to discuss the future of outdoor projects. They understand that having ODP as degree requirement has its challenges. However, the student body is eager to work with the Faculty to address these challenges, and are also willing to work toward mutual solutions. Students are also prepared to address the accessibility, equity and financial challenges of this program. The student body is ready to fundraise, allocate more of their personal time to reduce the costs and mitigate any other issues raised during the review process.

Additionally, two other KPE undergraduate students also shared their thoughts on outdoor projects

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with the Faculty Council.

Lindsay Maier, a third year KPE undergraduate student, expressed that having outdoor projects as degree requirement sets us apart from other faculties across Canada. Although, having ODPs as requirements force students to attend these outdoor programming, often times students return from these excursions having had very positive experiences. Lindsey also mentioned that she completed her first year of undergraduate studies at the University of British Columbia, and at this campus the outdoor projects are optional and the programs have very little attendance.

Danny Domingos, a first year KPE undergraduate student shared his ODP100 camping experience with the council. Danny stated that he migrated to Canada two years ago, as such he initially thought he would be uncomfortable at this overnight camping trip. However, he expressed that he had a very pleasant experience. He felt safe and was able to create strong friendships with the other incoming first year students. Danny did mention that as a first-year student coming into a new campus with various new information, it was not very clear that ODPs are actually camping experiences. He suggested that maybe moving forward the particulars of ODPs can be better promoted so students are aware in advance that they will need to prepare for camping trips.

Dean Kerr stated that our Faculty has been thinking about the potential revisions of the outdoor project programs for at least seven or eight years. Dean Kerr clarified that in addition to having student representation on the Curriculum Committee, we always solicit student feedback for any major decisions like the one being discussed today. There is always a possibility that some of the students attending today's meeting might not have had the opportunity to weigh into this discussion prior to today's meeting. However, in the past year Professor Amara has invited all students through the student councils to participate in the student focus groups to discuss ODPs. Thus, Curriculum Committee's presentation and recommendations regarding ODPs are very much informed by students' feedback.

The Chair then invited Professor Amara and Professor Goodman to provide their closing remarks on the topic of outdoor projects.

Professor Amara thanked the Council members for their comments, and the group of students who shared their perspectives regarding outdoor projects. Professor Amara then echoed as mentioned by Dean Kerr, that this process of review has been consultative. The committee has heard from our student body as they have moved through this review process. Moreover, Professor Amara emphasized that in soliciting information and perspectives there will always be some students who will not come forward and their voices may not be heard in a public forum such as the Faculty Council. As such, it is the Curriculum Committee's responsibility to ensure that we are considering the perspectives of all of our students, and not just some of the stronger voices.

In conclusion, Professor Amara emphasized that although Professor Goodman disagreed with the Curriculum Committee's actual proposal, both the Committee and Professor Goodman are in agreement regarding the idea of continuing to work forward and to incorporate students' feedback to reach a proposal that centers equity and addresses all of the other considerations raised during today's discussion.

Professor Goodman thanked the council again for giving him the opportunity to speak on this topic. Then Professor Goodman thanked Professor Arbour- Nicitopoulos and Professor Fusco for sharing their suggestions on how to improve the existing outdoor project programs to make it more

University of Toronto - Faculty of Kinesiology & Physical Education inclusive and accessible. Professor Goodman also thanked Amin for sharing his outdoor project experience with the Council and stated that he was sorry to hear that Amin did not have a positive experience, but emphasized the importance of being aware of the varying experiences of our students. Lastly, Professor Goodman noted that if the decision is made to eliminate these courses at the next Council meeting, this type of experience will be very difficult to revive down the road. Professor Goodman concluded his remarks by thanking Professor Amara, the Curriculum Committee and the Council for giving so much thought and time to this topic, and for also giving our students a chance to speak at the meeting.

- d. **Undergraduate Admissions** – No report
- e. **Graduate Committee** – No report
- f. **Research Committee** – Deferred report to next Faculty Council meeting
- g. **Council of Athletics & Recreation** – Deferred report to next Faculty Council meeting
- h. **Equity Committee** – Deferred report to next Faculty Council Meeting
- i. **Awards Committee** – No report
- j. **Restricted Funds Committee** – No report
- k. **Sponsorship Committee** – No report

5. EDU Reports

- a. **Centre for Sport Policy Studies** – No report
- b. **Centre for Motor Control** – Deferred report to next Faculty Council meeting
- c. **Mental Health and Physical Activity Research Centre** – Deferred report to next Faculty Council meeting
- d. **Centre for Sport-Related Concussion Research, Innovation and Knowledge** – No report

6. Deans' Reports

a. **Dean**

Dean Kerr extended a hearty congratulations to all of our undergraduate, Masters and PhD students who convoked on November 9, 2023. A reception was organized following the convocation ceremony in the Benson Building that allowed us to recognize our new graduates along with their friends and family. Professor Kerr stated that it is always nice to have a joint convocation with other faculties, including the Faculties of Engineering, Music, Architecture, Landscape and Design faculties who also had their convocation on November 9, 2023. She also thanked Professor Caroline Fusco, who was the convocation speaker, as it is always wonderful to have a KPE faculty member represent our Faculty at the convocation. Professor Kerr also noted that Professor Fusco's speech was wonderful, inspiring and heartwarming, and in particular included important philosophers such as Yoda and Dumbledore which resonated very well with the whole audience.

b. **Vice-Dean, Programs** – No report

c. **Associate Dean, Research**

Professor Welsh reminded the Council that the Internal Faculty Research Grant, the Inaugural Tanenbaum Institute for Science and Sport and the Faculty of Kinesiology and Physical Education Seed Research Grant applications are all due on November 15, 2023. Applications can be submitted via email to the Research Services Office at [adr.kpe@utoronto.ca](mailto:adr.kpe@utoronto.ca). The Postdoc fellowship, Tanenbaum Institute for Science in Sport grant applications are due by November 30, 2023. Lastly, for those who were not at the last Professoriate meeting, the Delegated Ethics Review Committee's process for student-initiated research projects has changed dramatically. Such projects now must go through the University of Toronto Research Ethics Board system. If anyone has any concerns or questions on this topic, please reach out to Professor Welsh.

d. **Executive Director, Athletics & Physical Activity** – Deferred report to next Faculty Council meeting

e. **Chief Administrative Officer** – No report

7. **Student Governments' Reports**

a. **KPEUA** – No report

b. **KPEGS** – Deferred report to next Faculty Council meeting

8. **Other Business/Announcements** – None

9. **Adjournment** – The meeting was adjourned at 13:55pm (**Motion:** Kerr/Amara, Carried)