ANNUAL PROGRAM REPORT
Kinesiology 22-23

College	CEAS
Department	Kinesiology
Program	BS and MS Kinesiology
Reporting for Academic Year (i.e., the last academic year)	2022-23
Last Five-Year Review	2021
Next Five-Year Review	2026
Department Chair	Paul Carpenter
Author of Review	Paul Carpenter
Date Submitted	10.01.2023

I. SELF-STUDY

A. Five-Year Review Planning Goals

The most recent 5-year review was submitted in Spring 2021 and approved through the 5-year review process in 2023.

Curriculum. The undergraduate and graduate curricula were modified extensively for semester conversion. Those modifications have been in effect for 4-years and the current 5-year plan includes a number of goals to evaluate the changes that were made. This includes exploring offering the degree online, revisiting the addition of concentrations and certificates, adding to the extension courses offered, exploring accreditation, evaluating the impact of AB928, and embedded DEI in all courses.

Assessment. As part of curricular review, a goal is to ensure alignment between outcomes and the mission and values with assessment, establishing a more robust procedure for using assessment data, continue work on assessment equity, and establish a student advisory board to provide input on DEI initiatives around curriculum and assessment.

Student Success. Continue to review DFW and equity data, expand peer mentoring, develop more opportunities for paid undergraduate student work to support laboratory activities and extra- and co-curricular, through the Faculty Advising Fellow and department advisors examine the effectiveness of pre-requisites and the utility of current milestones, have more faculty trained to use Bay Advisor and use the system of alerts and continue to develop additional advising materials to help students navigate their chosen degree path, and schedule courses on a more predictable rotation

Faculty. Advocate for reduced teaching workloads to address faculty scholarship and faculty mental health and well-being and ensure faculty are retained, seek additional tenure-track lines to address the demand for major classes and remove waitlists as well as plan for likely retirements, provide adequate start-up funds for all new faculty as well as make salaries more competitive and aligned with the cost of living in the Bay Area, embed faculty work around DEI into the RTP process to appropriately reward such work, and address concerns around inequities in workload as it relates to class sizes, student engagement and committee workloads.

Resources. Advocate for facility improvements and separate laboratory and activity facilities for kinesiology and athletics, seek additional office space so faculty have an individual office and

instructors have a larger open office location to accommodate all instructors, provide start-up funds for all new faculty, appropriately fund new equipment and equipment replacement for teaching, scholarship, and service, hire additional support staff to manage the growing internship program, support the delivery of activity classes, and support laboratory teaching and scholarship activities, increase the number of academic advisors to provide timely academic support to majors, and maintain current levels of support in the form of reassigned time for the extra- and co-curricular programs, graduate coordinator and for the continued support of an associate chair.

B. Progress Toward Five-Year Review Planning Goals

Four task forces (curriculum, assessment, graduate degree, PLOs) have been formed and are working toward the implementation of the goals identified in the five-year plan. Discussion has begun on offering a fully online degree as well as adding physical activity classes back into the major in light of the likely implementation of the proposed common GE pathway in AB928. Three new activity classes have been proposed. The PLO outcomes are under review for both degrees and once reviewed the assessment format and review cycle for program improvement will be developed. A proposal is being developed for a revision to the current MS Kinesiology degree. The courses offered through Extension have been updated and three new courses proposed. Conversations are ongoing about a combined undergraduate degree with Business and contributing to the MS in Data Analytics in the College of Business.

C. Program Changes and Needs

Program needs are much the same as under the last 5-year plan – additional resources in personnel and space are still pressing. The continued appointment of a Faculty Advising Fellows (FAF) has had a positive impact on advisement and student progression but this position is not budgeted to continue after the 23/24 academic year. A continuing pressing consideration is that the facilities (activity space and laboratories) need significant modification and upgrading to meet demand and also the needs of the educational experience students must have to be competitive in today's job market as well as meet faculty needs for research, and growing amount of service work the department undertakes. The current state of the facilities also constrains the acquisition of needed equipment and usage demand has also put pressure on the maintenance and life expectancy of the equipment. Challenges in seeking funding for these core services continues to grow. Attempts to secure additional space and renovating existing spaces have been unsuccessful. With the pandemic there is a need to revisit program needs and make changes as appropriate a process that is ongoing.

The department loss both laboratory technicians as a result of more competitive salaries outside of academia. These positions have now been filled but competitive salaries are still a concern in being able to retain these individuals. There is still an unmet need for additional staff to support the increase in business transactions in the department around financial transactions related to A2E2. The growing internship program, a graduation requirement for the major, as well as the increased activity in community-based programs the department runs has brought about a need for a full-time staff position to coordinate these activities that remains unmet even though requested at the college level in the last budget cycle.

DIVERSITY, EQUITY, AND INCLUSION

In 2020 the department received the American Kinesiology Association Inclusive Excellence Award. The award criteria require evidence of significant contributions in promoting an understanding of diversity and inclusion; developing innovative programs, initiatives, strategies; and sustaining a commitment to developing diversity and inclusion in the field of kinesiology through teaching, research, and/or service. The Department is committed to diverse and inclusive instruction, research and mentorship under its mission to prepare graduates who are knowledgeable, professional, and take a multidisciplinary approach to promoting physical activity.

The department recognizes the need to provide courses, services, and support mechanisms to improve low graduation rates and achievement gaps that exist for many underrepresented minority students, reflected in the following components: 1) recent transformation of program learning outcomes, course offerings, and instructional strategies to immerse students in diversity and inclusion topics; 2) recognized departmental faculty and student research scholarship that is underpinned by diversity and inclusion principles; and 3) service and culture building activities initiated by faculty members in order to raise awareness and promote societal change through diversity and inclusion principles.

The department has been invited to run a webinar on its DEI work for its professional association. Faculty have had papers published on its work calling for a change in the use of the word "Pioneer" in the university branding. We have published a workload model that we had developed that addresses disparities in how service work had been disproportionally burdening faculty of color and female faculty. This work has generated a lot of interest in Kinesiology departments across the country and we have been asked to share out model.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

Undergraduate Program Student Learning Outcomes

- Acquire a multi-disciplinary perspective in kinesiology
- Explain the importance of life-long physical activity
- Explain the importance of professionalism and socially just practice in kinesiology
- Communicate using relevant and contextually compelling
- Use evidence-based practices in kinesiology
- Critically evaluate situations, questions, and issues in kinesiology

Graduate Program Student Learning Outcomes

- Synthesize and apply multiple cognate disciplinary perspectives.
- Design and implement professional applications.
- Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts.
- Communicate persuasively using a contextually-grounded approach.
- Systematically reflect on the practice of social justice.

B. Summary of Assessment Process

Instrument(s): The ILO rubric for Social Justice was used. (see Appendix).

Sampling Procedure: We decided to use 10 group project final papers from the students enrolled in one section of KIN 302 (Social Justice in Kinesiology) from Spring semester 2023. All 10 final projects were assed using the ILO Social Justice rubric which was developed by a group of cross-disciplinary faculty colleagues at Cal State East Bay, under the guidance of the Office of Academic Programs and Services (See Appendix 1).

Sample Characteristics: The final project was designed for student groups to address a compelling social justice issue in the field of Kinesiology. Students were expected to choose a Kinesiology setting that they were likely to be engaged in as professionals or as consumers. In small groups (groups were created via shared Kinesiology interests) they were to develop a research question, conduct a brief review of literature that identified typical social justice issues, and then identify two key strategies that could help mitigate these issues. The assignment was scaffolded throughout the semester with various check-in points with peers and the professor. The range of topics included issues such as ageism in physical activity settings, the inclusion of transwoman in collegiate sport, gender inequity in professional sports, and sexism in commercial gyms.

Data Collection: The instructors reviewed the 10 final papers in September 2023 using the ILO Social Justice rubric. In regards to the four categories assessed in the rubric (Context/s, Power Structures, Critical Perspectives, and Advocacy). Three categories were found to be in alignment with the assignment. The three categories that did align with this assignment were: Context/s, Power Structures, and Advocacy. One category (Critical Perspectives) did not align with the assignment.

Data Analysis (by category):

1. Context/s: All the group projects scored in the third highest ranking ("adequately explains context and its influence") and demonstrated students' ability to explain how context/s influence social justice. Although there was some range found amongst the papers, it was rare to find a paper that reflected a more comprehensive analysis and scored in the highest ranking of "thoroughly explains context and its influence).
2. Power Structures: All the projects scored in the third highest ranking ("adequately explains the influence of power structures"). The group papers thus reflected an adequate understanding of how power systems, dynamics, and/or mechanisms influence social justice within Kinesiology, although a more thorough understanding was not found.
3. Critical Perspectives: Because the assignment did not call for this category to be addressed, we did not assess student work according to this criterion. Do note, this criterion represents the overarching theme of our KIN 305 class (Critical Issues of the Body).
4. Advocacy: In terms of identifying individual or group opportunities and actions intended to advance social justice, only one group paper was ranked in the highest category "Thoroughly identifies opportunities and actions", while eight were in the third category demonstrating an adequate identification of advocacy, while one paper was in the ranking of "Somewhat identifies opportunities and actions."

C. Summary of Assessment Results

Main Findings: The students, in general, demonstrated that they met the three criteria within the social justice rubric. The goal of the assignment was to have the students conceptualize themselves as managers who could influence the cultural climate of their jobs. Although they understood a generic conceptual framework regarding advocacy, this was the main category that needed further development. Those groups who performed best in terms of advocacy had a student member who was already practicing or working as a professional in the field, and could thus draw upon this experience to apply conceptual and research knowledge directly in practice.

Recommendations for Program Improvement: We believe that KIN 302 course can pivot towards more of a professionalism and leadership in Kinesiology course. This would create an "applicable" notion of social justice and further enhance work toward the advocacy criteria in the rubric. Although we find it crucial to provide context of power dynamics in our culture and our Kinesiology professional fields, perhaps more exposure to professionals and professional organizations in the field who can directly speak to the need of social justice conceptual tools and research would help better engage our students and their learning outcomes. In short, we need to engage and assess students further in terms of how the realities of injustice can engender specific strategies in the field to mitigate some of those realities.

Other Reflections: As noted in previous iterations, one class should not be responsible to meet all of the criteria for one learning outcome. In addition, we should be cognizant of our curricula mapping of PLOs (and at what levels) to ensure our assessment lines up with the level identified in that map (i.e., introducing, developing, mastered). We believe that those instructors who teach KIN 302 and KIN 305 should discuss how those two courses can more explicitly complement each other. Additionally, other KIN courses that have a professional application should be in conversation with the faculty teaching KIN 302 and KIN 305 to coordinate what types of social justice strategies and practices the KIN program is addressing.

D. Assessment Plans for Next Year

The plan is to assess written communication.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS*)*

A. Discussion of Trends & Reflections Notable Trends;

Notable Trends

The most recent enrollment data, similar to the whole university and many other CSUs in the region, shows a decline in the number of majors as well as enrollment in GE classes. This has led to a drop in FTES. Data from our community college feeders show that their enrollments are down and as a result the number of transfer students. First-time freshman did show a slight uptick. The department faces several challenges related to recent legislation that will require a common GE pathway across the Community Colleges, the UCs and the CSU. The current proposal will eliminate Area E and this will likely further adversely impact our GE offerings and FTES. This will also adversely impact the work available to instructors. However, while instructional demand might go down, we still are seeing shortfalls in the ability to cover instructional demand in key areas due to the availability and inability due to the cost of living in the Bay Area to recruit and retain qualified instructors and faculty.

The SFR is consistently higher for instructors than faculty. However, this metric is flawed as the SFR is being impacted by counting the coaches. Historically, coaches held teaching assignments within the department and were assigned WTUs for Intercollegiate Courses. These courses gave students credit (1 SCU) for their involvement in team practices. Under the course classification system these courses have a k-factor of 6. This skews the FTEF data and therefore the SFR. The only students who can take these courses are the athletes in the respective sport and historically the department has been required to schedule them. For some sports this is just a few students. When Kinesiology split with Athletics, coaches no longer need to be assigned WTUs, but this practice has continued in terms of calculating course data. Removing the coaches from the data increase the program SFR.

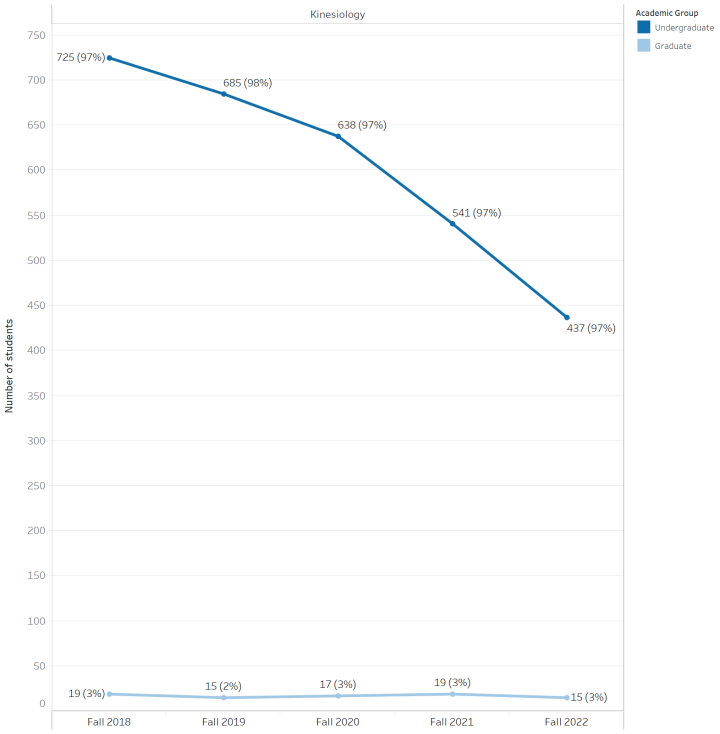
Reflections on Trends & Program Statistics

While it is possible that student headcount for majors is leveling off, the rapid growth of the kinesiology program means that across the board resources have been stretched to accommodate the growth and the total number of majors. The general education program with respect to lecture classes has grown but the general education classes continue to see a decline in enrollments. With the changes to GE under semester conversion (the elimination of Area F where activity classes were located, we anticipated a decline in enrollments. A growing concern with the pandemic and the move to being fully online is that we will continue to see further declines in activity numbers. Data for Fall 2020 shows this to be the case and will be further compounded with Spring 2021 also being fully online. It has been predicted that the number of students entering under the Star Act (SB1440) will grow. We have yet to see any increase in the numbers of students entering the program under the Star Act.

The accelerating trend toward more high impact practices and hands-on experiences is impacting the department's ability to effectively deliver laboratory classes and those classes with an activity component in three ways. First, these classes come with a k-factor that increases the need for additional instructors. Finding qualified instructors in the Bay Area is challenging and this is compounded by the fact that all the Kinesiology programs are experiencing the same issue. Second, with restrictions on WTUs/semester and some of the k-factors being fractional it can be difficult to get people to a full-load. Third, these practices often require multiple and specialized teaching spaces for the one course. This creates further stress on limited space and creates challenges for scheduling.

The department has to some degree been a 'victim' of its own success. Faculty have been very successful in securing reassigned time for scholarship and/or being assigned to university level positions. It is good faculty are getting the due recognition for their expertise, but this has placed stress on covering core major classes and the budget. As already noted, finding replacement instructors is difficult and funding is challenging.

Major: Kinesiology



Kinesiology: Admit Type

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	First-time Fr..	389	54%	358	52%	322	50%	244	45%	198	45%
	Transfer	336	46%	327	48%	316	50%	297	55%	239	55%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**
Graduate	First-time Gr..	19	100%	15	100%	17	100%	19	100%	15	100%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**452**	**100%**

Kinesiology: Race/Etnicity

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Asian	201	28%	182	27%	168	26%	154	28%	136	31%
	Black	54	7%	54	8%	53	8%	41	8%	33	8%
	International	16	2%	19	3%	14	2%	18	3%	2	0%
	Latinx	270	37%	252	37%	235	37%	191	35%	155	35%
	Multirace	49	7%	47	7%	45	7%	35	6%	29	7%
	Native American	1	0%			1	0%	1	0%		
	NHPI	6	1%	11	2%	8	1%	6	1%	3	1%
	Unknown	40	6%	36	5%	25	4%	17	3%	11	3%
	White	88	12%	84	12%	89	14%	78	14%	68	16%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**

Graduate	Asian	1	5%			1	6%	4	21%	3	20%
	Black					1	6%	1	5%		
	International	2	11%	2	13%	1	6%	1	5%	1	7%
	Latinx	7	37%	5	33%	4	24%	5	26%	5	33%
	Multirace	3	16%	1	7%	1	6%	1	5%		
	NHPI					1	6%	1	5%		
	Unknown	1	5%	2	13%	2	12%	2	11%	2	13%
	White	5	26%	5	33%	6	35%	4	21%	4	27%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Postbaccalaureate	Asian									1	100%
	Total									**1**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**453**	**100%**

Kinesiology: Sex

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Female	353	49%	330	48%	316	50%	260	48%	200	46%
	Male	372	51%	355	52%	321	50%	280	52%	236	54%
	Nonbinary					1	0%	1	0%	1	0%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**
Graduate	Female	7	37%	9	60%	8	47%	7	37%	6	40%
	Male	12	63%	6	40%	9	53%	12	63%	9	60%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Postbaccalaureate	Male									1	100%
	Total									**1**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**453**	**100%**

Kinesiology: First Generation

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	FG	420	58%	392	57%	382	60%	341	63%	269	62%
	Non-FG	305	42%	293	43%	256	40%	200	37%	168	38%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**
Graduate	FG	8	42%	8	53%	7	41%	8	42%	6	40%
	Non-FG	11	58%	7	47%	10	59%	11	58%	9	60%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Postbaccalaureate	FG									1	100%
	Total									**1**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**453**	**100%**

Kinesiology: Concentration

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate		206	28%	426	62%	545	85%	507	94%	429	98%
	Exercise Nutrition & Wellness	2	0%								
	Exercise,Nutrition, & Wellne..	161	22%	69	10%	21	3%	7	1%	3	1%
	Physical Activity Studies	41	6%	16	2%	6	1%	4	1%	1	0%
	Physical Education Teaching	50	7%	21	3%	4	1%	1	0%		
	Pre-Physical Therapy	3	0%								
	Social Justice	17	2%	10	1%	2	0%	1	0%	1	0%
	Therapeutic Studies	245	34%	143	21%	60	9%	21	4%	3	1%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**
Graduate		19	100%	15	100%	17	100%	19	100%	15	100%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Postbaccalaureate										1	100%
	Total									**1**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**453**	**100%**

Kinesiology: Class Level

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Undergraduate	Frosh	129	18%	104	15%	75	12%	55	10%	55	13%
	Sophomore	85	12%	91	13%	82	13%	55	10%	39	9%
	Junior	195	27%	173	25%	185	29%	155	29%	124	28%
	Senior	316	44%	317	46%	296	46%	276	51%	219	50%
	Total	**725**	**100%**	**685**	**100%**	**638**	**100%**	**541**	**100%**	**437**	**100%**
Graduate	Postbacc	19	100%	15	100%	17	100%	19	100%	15	100%
	Total	**19**	**100%**	**15**	**100%**	**17**	**100%**	**19**	**100%**	**15**	**100%**
Postbaccalaureate	Postbacc									1	100%
	Total									**1**	**100%**
Grand Total		**744**	**100%**	**700**	**100%**	**655**	**100%**	**560**	**100%**	**453**	**100%**

Graduation/Degree Data

Time to Degree Years (and Headcount)

		Transfer	Masters & Ed.D	First-time Freshmen
Overall		2.8 (115)	1.9 (6)	4.5 (66)
CEAS	Kinesiology	2.8 (115)	1.9 (6)	4.5 (66)

APR Coursework Data: Summary: Fall Term as of Census

FTES, FTEF (instruction), and SFR of all state-side coursework

		Term & Year														
		Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
College	Department	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CEAS	EDLD	104.9	5.7	18.5	89.2	4.9	18.3	89.0	4.1	21.4	64.9	4.1	16.0	69.4	5.0	13.8
	EDUI	26.3	1.1	23.2	44.2	2.2	20.1	38.2	1.7	22.9	21.5	1.1	20.1	30.6	1.2	25.5
	EPSY	231.4	12.7	18.3	231.3	12.7	18.2	332.7	13.3	24.9	322.7	13.7	23.5	307.7	14.6	21.1
	HRT	412.1	15.5	26.6	419.4	16.7	25.2	364.8	16.2	22.5	290.6	15.2	19.1	239.0	12.3	19.4
	KPE	582.1	26.0	22.4	626.8	30.1	20.8	586.6	26.6	22.1	550.6	26.7	20.6	480.0	26.2	18.3
	TED	223.8	7.5	29.8	197.9	9.8	20.1	245.2	9.1	27.0	291.0	10.6	27.4	187.7	8.9	21.2
	Total	**1,580.6**	**68.5**	**23.1**	**1,608.8**	**76.4**	**21.1**	**1,656.5**	**71.0**	**23.3**	**1,541.3**	**71.4**	**21.6**	**1,314.4**	**68.2**	**19.3**
Grand Total		**1,580.6**	**68.5**	**23.1**	**1,608.8**	**76.4**	**21.1**	**1,656.5**	**71.0**	**23.3**	**1,541.3**	**71.4**	**21.6**	**1,314.4**	**68.2**	**19.3**

B. Request for Resources

Request For Tenure-Track Hires

At this time, we are not requesting additional faculty. With an individual who started FERPing this current academic year and likely retirements in 2024/25, we anticipate a need for additional faculty members in the areas of the humanities and the life sciences within the next two years.

Request For Staff Positions

The department has seen growth in its community outreach programming (e.g., The Center for Sport and Social Justice, Bone Project, Get Fit Stay Fit, Exercise is Medicine, Kinesiology Research Group) that necessitates exploring an additional full-time support person. In addition, this position is needed to coordinate the internship program. Typically, across the academic year (Fall, Spring, Summer) over 100 students will be engaged in an internship experience.

Kinesiology and Recreation, Hospitality, and Tourism operate an administrative and advising collective. The current level of administrative support staffing does not address the departments need for supporting faculty and instructors with the day-to-day management of course delivery, budgeting, and general administrative support. An additional part-time budget administrator is needed to process the increase in the number of business transactions being undertake. The number of students in Kinesiology and Recreation, Hospitality and Tourism stretches the current advising team that comprises two full-time advisors and on part-time advisor. With the need to meet the targets set in the GI2025 additional advising support would improve retention and graduation rates.

When Athletics and Kinesiology split, one of many agreements in allocating resources was that Athletics would support the equipment room – checking equipment in and out, setting equipment

up, and managing inventory. Due to a number of factors, the number of equipment room personnel hired by Athletics has fallen. Currently, much of the equipment support for Kinesiology is being provided by part-time personnel. While this is addressing some of Kinesiology's needs, it has resulted in a reduced level of service. A longer-term solution needs to be identified.

Request For Other Resources

Consumables & Equipment: Consumable and equipment resources needed for both activity classes as well as for laboratory classes that were once funded through course fees, is now a competitive process through A2E2 funds. The department has been successful in securing A2E2 funds to meet most of its equipment needs. However, this creates a lot of uncertainty as we are never sure what the funding level will be and if it will be sufficient to run the required classes. The department needs a base level of funding to ensure core curricular activities are adequately-funded on a consistent and reliable basis. Each year we need to request essential equipment for major classes to replace equipment that has passed its life expectancy. As long as A2E2 funds are available we should be able to meet student needs although a replacement process would allow this to be better managed. As a discipline, technology changes very quickly and as a result we need to acquire new technologies that students will use professionally. The number of students using Kinesiology equipment is high (over 4000 students in any given term). This creates substantial wear-and-tear and accelerates the need for replacement equipment.

Kinesiology Laboratory: The current laboratory space for kinesiology on the Hayward campus has a number of limitations most of which cannot be rectified without significant expenditure of time and money. The space is one large open footprint making it impossible to run multiple laboratories at the same time and accommodate the different laboratory set-ups needed for the disciplinary areas in kinesiology. During the past academic year through cooperation and collaboration with Athletics the department has reacquired PE139 which over a decade ago was the exercise physiology laboratory. This has helped ease some of the space constraints but it has not fully mitigated the need for separate laboratory spaces for motor control and motor learning, sport psychology, and wellness and nutrition. The lack of total space means we are constrained in the number of laboratories we can offer in a week and this is now insufficient for the number of laboratories we need to schedule given student demand. A lack of laboratory space is creating graduation bottlenecks. These concerns are further compounded by the need to also use the existing laboratory space for ongoing research projects as well as testing for athletics and external constituents. The current space does not meet accepted standards for power and HVAC and recently we have been experiencing major difficulties in running needed software in our biomechanics labs.

Office & Classroom Space: Currently several faculty have to share office space. Office space is also shared with the Athletics Coaches for Basketball (men's and women's) and women's

volleyball. In addition, pedological changes have increased the need for specialized teaching space to address the integration of high impact teaching practices into the curriculum.

Fitness Center & Fitness Studios: The Fitness Center (PE202) was recently reconfigured to improve the flow of users and better accommodate the multiple groups who use this room. This single space is shared between Kinesiology classes (physical activity and major) as well as Athletics (strength and conditioning for the NCAA teams), the Get Fit, Stay Fit Program (in-house Fitness Program for Faculty and Staff), and Fitness assessments for community outreach programs. This creates scheduling pressures and the sharing of space is far from ideal from an instructional perspective. If these programs continue to grow, additional space will need to be found to accommodate the multiple users. The Fitness Studios (PE201A & B) are increasingly being requested for use by other university units as well as external groups as space on campus is pressured. A major concern with this is the wear and tear on the specialized equipment in PE201B, namely, the martial arts mat. This is difficult to lift and should not be used for any other activity other than the martial arts classes. Unfortunately, in some cases this requirement is over-ridden due to demands on space and the space inappropriately used. The department is responsible though for the cost of maintenance and replacing the mat when damaged.

Gym & Outdoor Space: Unauthorized use of the Stadium and associated spaces has risen. There is currently no effective way to secure entry into the Stadium. As with most space needed for Kinesiology, use is shared with Athletics. In general, we have been able to schedule such that each group's needs are met. One area in need of renovation is the upper field. It is no longer in a good enough state of repair to use for classes. In the gym, we have had ongoing issues with the basketball hoops (in need of repair) as well as cleaning and sealing of the gym floor and replacing the lights.

Physical Education Building: The level of deferred maintenance for the PE Building I understand is at over $4M. In the last three years over 400 tickets been submitted to address damaged or non-functioning equipment and facilities. Recently, several water fountains had to be taken out of operation due to high lead levels. Overall, the facility needs substantial renovation and refurbishment to common spaces such as hallways and stair wells as well as office and classroom space, equipment rooms, gym, fitness center, fitness studios, and locker rooms. There have been ongoing issues with the level of janitorial support to keep spaces clean and appropriately sanitized as well as leaks and sewage back-up. A major source of concern is building security. It is impossible to regulate access and the number of unauthorized uses of the facility has risen. There have been instances of homeless individuals using the facility to shower. This creates potential health and safety problems.

The Physical Education building faces a number of challenges. With changes in the way both kinesiology and athletics now need to operate, the building as currently configured constrains

what we need to accomplish. In addition, this is compounded by (a) the budget situation and the accumulation of deferred maintenance and (b) the growth of our respective operations (faculty, staff and student number).

The building is the public face of CSUEB with the number of university functions, athletic events, and kinesiology programming (as well as Theater and Dance and Recreation, Hospitality, and Tourism) drawing internal and external constituents. A conservative estimate is that several thousand people pass through the building daily. Given this, it is imperative that a positive image is conveyed.

Compared to similar departments and programs at other CSU schools and across the USA, our facilities are outdated and no longer fit for purpose. This constrains not only our ability to attract the best students and faculty and to engage in the teaching and service activities that reflect best current practice, but also restricts the type of research we can conduct and instructional effectiveness.

Attachment A: Social Justice ILO Rubric

ILO Social Justice Rubric: Approved by Academic Senate 11-17-20 **Description:** Given the dynamic landscapes of our local and global communities, social justice is an ongoing process of advocating for change based on critical reflection, examination of context and power structures, and application of disciplinary/interdisciplinary approaches.				
Criteria	**4**	**3**	**2**	**1**
Context(s) *Explains how context influences social justice.* Context(s) may include interdisciplinary, historical, political, cultural, economic, environmental, artistic, geographic, social. Influences may include inequality, othering and inclusivity, intersectionality, amplifying or silencing of narratives.	Thoroughly explains context and its influence.	Adequately explains context and its influence.	Somewhat explains context and its influence.	Little to no explanation of context and its influence.
Power Structures *Explains how power systems, dynamics, and/or mechanisms influence social justice.* Power structures may include institutionalization of privilege, oppression, poverty, violence, marginalization, and minoritization.	Comprehensively explains the influence of power structures.	Adequately explains the influence of power structures.	Somewhat explains the influence of power structures.	Little to no explanation of the influence of power structures.
Critical perspective(s) *Reflects on own and others' perspectives regarding social justice.* Perspectives may include lived experience, positionality, values, attitudes, and biases.	Comprehensively demonstrates critical reflection of self and others' perspectives.	Adequately demonstrates critical reflection of self and others' perspectives.	Somewhat demonstrates critical reflection of self and others' perspectives.	Little or no critical reflection of self and others' perspectives.
Advocacy *Identifies individual or group opportunities and actions intended to advance social justice.*	Thoroughly identifies opportunities and actions.	Mostly identifies opportunities and actions.	Somewhat identifies opportunities and actions.	Inadequately identifies opportunities and actions.

Advocacy may include historical, current, or future: civic engagement, policy, future research, building/supporting coalitions /communities, and elevating awareness.				