



FACULTY OF  
GRADUATE STUDIES  
& RESEARCH

# Faculty of Graduate Studies & Research

## Unit Review

## Self-Study



February 2018

## Table of Contents

1. TERMS OF REFERENCE.....	7
2. PREFACE .....	7
3. MISSION .....	7
4. BACKGROUND ON FGSR .....	8
4.1. History and Role of FGSR.....	8
5. GRADUATE PROGRAMS .....	9
5.1. Program History .....	9
6. ADMINISTRATION OF FGSR.....	10
6.1. FGSR Staff .....	10
6.1.1. Dean.....	11
6.1.2. Associate Dean.....	11
6.1.3. Faculty Administrator .....	11
6.1.4. Manager of Special Projects .....	11
6.1.5. Manager Scholarships & Awards .....	11
6.1.6. Graduate Admissions Coordinator .....	11
6.2. Employee Training and Development.....	12
6.3. Recent Staffing Changes in the Dean’s Office .....	12
7. COMMITTEES.....	13
7.1. Council Committee on the FGSR.....	13
7.2. FGSR PhD Committee .....	13
7.3. FGSR Scholarship and Awards Committee .....	13
7.4. Program Development Advisory Panel (PDAP):.....	14
8. ROLES OF FGSR.....	14
8.1. Graduate Admissions .....	14
8.2. Registration of Graduate Students .....	15

8.3.	Graduate Program Management.....	15
8.4.	Theses and Defenses .....	16
8.5.	Graduation and Convocation.....	16
8.6.	Student Academic Misconduct .....	17
9.	POLICIES AND PROCESSES .....	17
9.1.	Graduate Policies .....	17
9.2.	Graduate Processes.....	18
10.	STUDENTS.....	19
10.1.	Enrolments.....	19
10.2.	Time to Completion.....	20
10.3.	Graduate Student Experience.....	23
11.	GRADUATE STUDENT FUNDING .....	23
12.	PROFESSORS .....	27
12.1.	Accreditation.....	27
12.2.	Graduate Supervision.....	28
13.	INDIGENIZATION.....	29
14.	DESIDERATA AND FUTURE PLANS .....	29
15.	APPENDICES.....	31
15.1.	Appendix A: Acceptance Rates .....	31
15.2.	Appendix B: Percentage of Female Graduate students by Year and Faculty .....	31
15.3.	Appendix C: Indigenous Graduate Students .....	35
15.4.	Appendix D: Enrolment Domestic vs International .....	36
15.5.	Appendix E: Enrolment by Program Type .....	38

**15.6. Appendix F: Base Budget 2017-2018 ..... 38**

**15.7. Appendix G: Recent Program Changes ..... 39**

## Table of Figures

Figure 1: Deans of FGSR .....	9
Figure 2: Number of Programs in each Faculty with at least one student registered in 2017/30 .....	10
Figure 3: FGSR Organizational Chart .....	10
Figure 4: Applications by Year.....	15
Figure 5: 2017 Convocations by Faculty .....	16
Figure 6: Convocations by Year.....	17
Figure 7: Fall Registration Numbers by Year Figure 8: Fall 2017 Student Registration by Faculty .....	19
Figure 9: Applications - Male and Female.....	20
Figure 10: Time to Completion - Master.....	21
Figure 11: Time to Completion - International and Domestic .....	21
Figure 12: Time to Completion - PhD.....	21
Figure 13: Time to Completion - Full Time & Part Time .....	22
Figure 14: Time to Completion - Course based & Thesis Based .....	22
Figure 15: Time to Completion: Full Time Domestic & Full Time International .....	22
Figure 16: Scholarships from Budget Book.....	25
Figure 17: Scholarships by Term .....	26
Figure 18: Scholarships by Gender.....	26
Figure 19: Scholarships - Indigenous Percentage .....	26
Figure 20: Scholarships - Indigenous Totals.....	27
Figure 21: Scholarships by Citizenship.....	27
Figure 22: Number of Supervisors .....	28
Figure 23: Number of Graduate Students per Supervisor - 2001 .....	28
Figure 24: Number of Graduate Students per Supervisor - 2017 .....	29
Figure 25: Acceptance Rates by Year.....	31
Figure 26: Gender - Levene.....	31
Figure 27: Gender - Arts.....	32
Figure 28: Gender - Education .....	32
Figure 29: Gender – Engineering .....	32

Figure 30: Gender - JSGS.....	33
Figure 31: Gender - MAP.....	33
Figure 32: Gender - Kinesiology.....	33
Figure 33: Gender - Nursing.....	34
Figure 34: Gender - Science.....	34
Figure 35: Gender - Social Work.....	34
Figure 36: Number of Indigenous Students.....	35
Figure 37: Percentage of Indigenous Students.....	35
Figure 38: Number of Indigenous Student by Faculty.....	35
Figure 39: Domestic Student Enrolment by Year.....	36
Figure 40: International Student Enrolment by Year.....	36
Figure 41: Percentage of International Students by Year.....	36
Figure 42: Top Six Countries of Origin.....	37
Figure 43: Percentage of Degree Types by Year.....	38
Figure 44: Percentage of Degree Types by Year in JSGS.....	38
Figure 45: Base Budget 2017-2018.....	38
Figure 46: Recent Program Changes.....	40

## 1. Terms of Reference

The role of this review is to:

- Review administrative and academic strengths and weakness of FGSR
- Assess FGSR's role in administration and support of graduate programs and students
- Assess whether resources (operating budget, staffing, IT support) are appropriate
- Assess FGSR's reputation and stature within the University
- Assess alignment of graduate education with University of Regina's Strategic Plan (e.g. internationalization, indigenization, Strategic Research Plan)
- Advise on future role and structure of FGSR

## 2. Preface

It has been my privilege to serve the Faculty of Graduate Studies as Acting Dean since September 2016. Prior to my tenure at FGSR, an internal audit was conducted to address recurrent concerns with the performance of FGSR. We have already addressed most of the issues identified in the audit. Some of the more complex issues such as the introduction of paperless admissions and degree audit processes are still awaiting full implementation.

This document is intended to be forward-looking. FGSR is poised for change and we are eagerly anticipating comments and ideas from stakeholder and external reviewers.

This self-study is the result of a truly collaborative effort. The self-study is based on the work of the extraordinarily knowledgeable staff of FGSR, namely Mandy Kiel (Faculty Administrator), Darlene Sorensen (Manager Scholarships & Awards), Sadia McInnes (Graduate Admissions Coordinator) and Benjamin Freitag (Manager of Special Projects) who was instrumental in assembling the data on which much of this self-study relies. I also thank my Associate Dean Dr. Karen Meagher for her invaluable contributions. We received generous support from other quarters too, most importantly from the Office of the Provost, the Office of Resource Planning, and Information Services.

## 3. Mission

Consistent with the mission of the University of Regina, the mission of the Faculty of Graduate Studies and Research is to support a diverse range of high quality graduate programs in accordance with the strengths and expertise of the faculty members; to respond to and anticipate future needs of people in the region; and to provide life-long educational opportunities. The graduate education mission is focused on rigorous advanced study that serves to preserve, extend, and disseminate knowledge in the pure, applied and multidisciplinary realms applicable to all sectors of Saskatchewan, Canada and the world-at large.

The University of Regina aspires to be a leader in graduate education among Canada's comprehensive universities. We aim to lead in graduate education rather than follow trends. FGSR's mission can be summarized as supporting graduate education by:

- Articulating a standard of excellence
- Providing quality control for graduate education
- Maintaining equitable standards across all academic units
- Providing an institution-wide perspective to graduate studies
- Providing graduate student services

The University of Regina has shown a strong commitment to quality graduate education. An example of this commitment can be seen in the fact that despite a seven percent reduction in provincial funding last year to the University, FGSR’s operating grant has not been reduced. Further, the University also covered the cost of a significant cut to Saskatchewan Innovation Scholarship. With this support, we are confident of the future of FGSR.

## 4. Background on FGSR

The University of Regina is home to ten faculties, two academic units and approximately two dozen academic departments which have established reputations for excellence and innovative programs leading to Bachelor’s, Master’s, and Doctoral degrees.

In Fall 2017, a total of 15,276 full-time and part-time undergraduate and graduate students enrolled at the University and our three federated colleges: Champion College, First Nations University of Canada, and Luther College.

The University is home to more than 400 active researchers, including faculty members, graduate and undergraduate students, post-doctoral fellows, and seven Canada Research Chairs. Several institutes, centers, laboratories, and facilities on campus support research collaboration and partnerships focused on our research strengths. Indigenous research is a growing focus as we encourage and support Indigenous ways of knowing. Several centers and institutes reflect this in their projects and partnerships.

### 4.1. History and Role of FGSR

The Faculty of Graduate Studies Regina Campus, University of Saskatchewan was established in 1965 to oversee the campus’s emerging graduate education undertakings. Its name was changed to The Faculty (College) of Graduate Studies and Research a few years later (1971). The College designation was dropped when the University of Regina became an independent degree granting university in 1974.

As the Faculty grew in number of students and programs, the role of its administrative leadership and staff changed. Generally speaking, the leadership role became more focussed and the staff complement gradually grew as the size and complexity of research activities increased. Dr Blachford, for example, was Associate Vice-President Research, International Liaison Officer and Dean. During his tenure, there was a 75% full-time Associate Dean, three secretaries and an Administrative Assistant. Since then the University has established the office of Vice-President Research, a Research Office and an International Office as administratively and functionally separate units. Since 1999 the Faculty has been led by a Dean. The current staff compliment comprises an Associate Dean, a Faculty Administrator and thirteen other staff members. (for details see Section 6). The most recent decanal change occurred in August 2016 when Dr. Eberlein stepped down to take up a position in Oman.

Deans of FGSR Dr. A. B. Van Cleave (Dean)	1965 to 1977
---	--------------

Dr. Cam Blachford (AVP Research, International Liaison Officer and Dean)	1977 to 1993
Dr. Nick Cercone (AVP Research, International Liaison Officer and Dean)	1993 to 1997
Dr. L. Symes (AVP Research and Dean, Interim)	1997 to 1999
Dr. Rod Kelln (Dean)	1999 to 2013
Dr. Armin Eberlein (Dean)	2013 to 2016
Dr. Thomas Bredohl (Acting Dean)	September 2016 to present

Figure 1: Deans of FGSR

## 5. Graduate Programs

### 5.1. Program History

Graduate programs at the U of R have shown a dramatic increase in course-based professional programs over the past five years. There has been a trend of increasing enrolments in areas such as Business, Public Policy, and Education; this is due to increased program flexibility with course-based offerings. Although areas such as Arts and Science continue to produce high-quality thesis based programs, we are seeing this trend in these areas as well. For example, the course-based M.Sc. in Computer Science and the course-based MA in English have both been growing.

In 2002, around our last unit review, FGSR offered PhD programs regularly in Biology, Biochemistry, Chemistry, Computer Science, Engineering, Mathematics, Physics and Psychology. At that time, FGSR also regularly offered 17 Master's degrees amongst the Faculty of Administration, Arts, Education, Engineering, Fine Arts, Physical Activity Studies, Science and Social Work, and a post-graduate diploma degree out of Education.

Today, FGSR offers a range of PhD programs in Biochemistry, Biology, Chemistry, Computer Science, Education, Engineering, Geology, Public Policy, Kinesiology and Health Studies, Mathematics, Statistics and Psychology. FGSR offers on a Special Case basis PhDs in Media, Art, and Performance, Geography, Physics, Social Work and Nursing. The number of Master's programs that we offer now has grown to 26. We now have a post-graduate diploma degree in Business, as well as Master's Certificate programs in each of Business, Education and Public Policy.

As of this year (pending final approval) we will also have a new Master of Science in Organization Studies through Business, a new course-based MA in French and Francophone Intercultural Studies, and a new Master's Certificate in French and Francophone Intercultural Studies.

In total, FGSR has grown from 8 PhD programs, 17 Master's programs and one PGD in 2002, to its current complement of 17 PhD programs, 26 Master's programs, one PGD, and three certificate programs. Adding the different options within a program, the total number of programs offered increases to 154 as show in Figure 2.

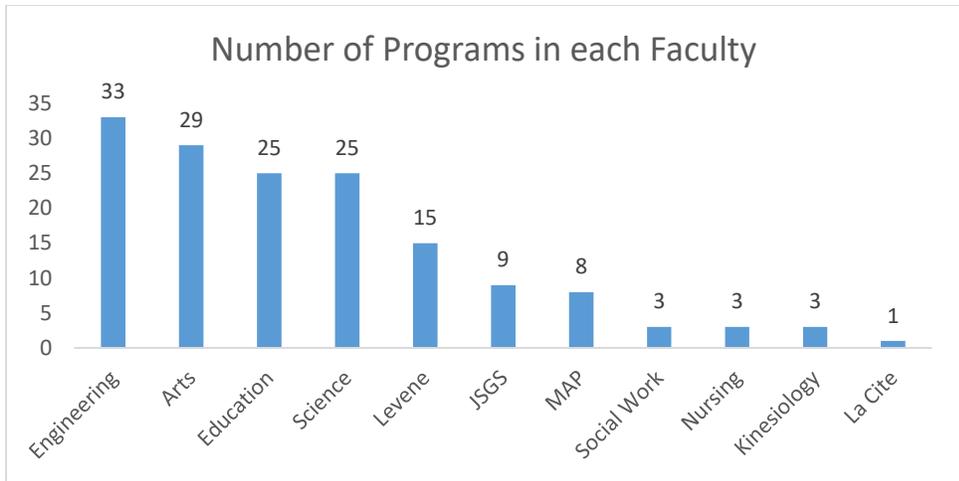


Figure 2: Number of Programs in each Faculty with at least one student registered in 2017/30

There has been a notable shift in the structure and routes of our Masters programs. The most significant trend is the proportion of our Masters students who are either enrolled or registered in course-based and thesis-based programs; the former has increased, the later declined. Again, the extent of changes varies among academic units. The number of students in course-based programs in Education has been consistent since 2003. Course-based Masters have grown dramatically in JSGS from 62% of students in 2005, to 93% in 2017. The chart in Appendix E illustrates these changes.

One notable weakness at FGSR is that we have no strategic enrolment management or program development at the graduate level. Existing programs and student numbers “just happened”. We need to take a look at the mix of PhD, Master’s, and Professional Master’s program and decide in what directions we want to grow. FGSR, along with VP Research, faculties and graduate schools, should establish a target portfolio of graduate programs and enrolment goals.

## 6. Administration of FGSR

### 6.1. FGSR Staff

Currently the office comprises 14 staff members and one Associate Dean. Below is the organizational chart for FGSR.

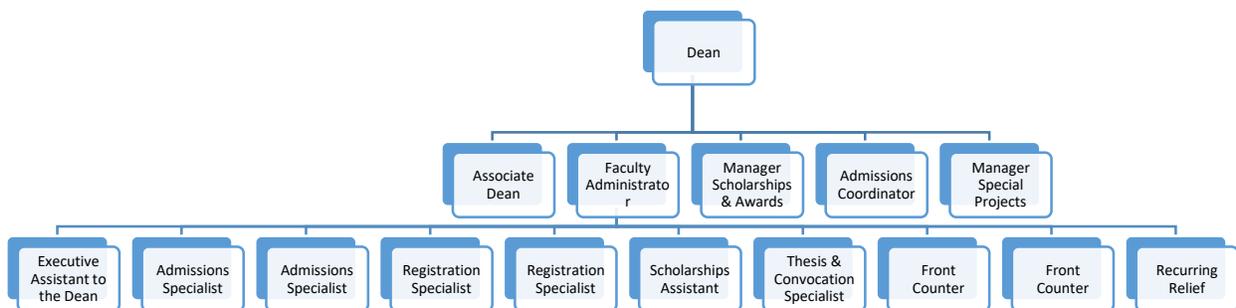


Figure 3: FGSR Organizational Chart

#### 6.1.1. Dean

The Dean reports to the Vice-President research and is the chief executive of the Faculty. The Dean is responsible for the performance review of the APT staff and the Associate Dean. The Dean participates in regular meetings of the Senior Research Team (SRT) which consists of the VPR, Associate Vice President (Academic and Research), Associate Vice-President (Resource Planning), Director (Research Office), and the Dean FGSR.

The Dean represents FGSR at Deans' Council and regularly meets with Deans, Directors and Associate Deans; outside of FGSR Council, these meetings are the main mechanism for communication of concerns and discussion of new policies and initiatives.

#### 6.1.2. Associate Dean

The Associate Dean reports to the Dean FGSR. The role of the Associate Dean is to manage issues concerning students. Academic misconducts and appeals of academic decisions go to the Associate Dean. The Associate Dean works with students with complaints about their grades, classes, programs and professors. Graduate students who have conflict with their supervisor can consult with the Associate Dean. The Associate Dean reviews the annual progress reports of PhD students. The on-line course GRST 800AA (Academic Integrity) is administered by the Associate Dean. The Associate Dean helps to develop new policies and procedures (such as accreditation, transfer credit and co-operative education) and reviews all graduate reading courses. The Associate Dean assists with defenses by approving external examiners for all defenses and handling any complicated concerns around defenses (for example when a thesis is found to not be suitable for defense).

#### 6.1.3. Faculty Administrator

The Faculty Administrator is responsible for the efficient and effective administration of FGSR. Key responsibilities are: management of FGSR's budget, day-to-day management of office administration and staff, and maintenance of effective, collaborative, and professional relationships with other university units regarding academic and administrative matters. The Faculty Administrator plays a key role in the hiring of CUPE and APT staff and conducts performance reviews for CUPE staff members. The Faculty Administrator advises and supports the Dean in the development and improvement of Faculty policies and procedures.

#### 6.1.4. Manager of Special Projects

The Special Projects Manager is responsible for developing and managing Graduate Professional Skills programs, developing a data analytics framework for FGSR reporting, and developing a communication plan for the FGSR website.

#### 6.1.5. Manager Scholarships & Awards

The Manager of Graduate Scholarships and Awards is responsible for the administration of all graduate award and scholarship programs including the Graduate Teaching Assistantships and is an expert on policies, procedures, terms and conditions of all internal and external graduate awards.

#### 6.1.6. Graduate Admissions Coordinator

The Graduate Admissions Coordinator is responsible for recommending policies and procedures in the areas of graduate admissions. Duties encompass admissions, laddering programs (Certificate to

Masters), and special agreements. The Graduate Admissions Coordinator also assist with international recruitment and the admission of visiting graduate students.

## 6.2. Employee Training and Development

Training is a priority for the staff at FGSR. Our unit continues to promote professional development. Staff participates in conferences, professional development on and off-campus. In the past 18 months we organized two group events for our staff: Emotional Intelligence and Colour Spectrums. Individuals also attended the following workshops: The Inspiring Leadership Forum, Crucial Conversations, Recruitment and Staffing for Hiring Managers, UR Leading Program, Discovering Knowledge... Sharing a Path, Zoom, Strengthening our Student Support Team professional development conference, Behind Every Leader for Executive Assistants, and the Canadian Association for Graduate Studies Conference.

Internally we have been working on several projects and enhancements which includes training initiatives. As a team we have undergone training and development in Banner Software, Mail Merge using Microsoft Word, Banner Workflow, Degree Audit by Conclusive Systems, UR Docs/Content 7, and Caspur Reporting. We make continuing efforts to train staff in the use of updated or new software.

## 6.3. Recent Changes in the Dean's Office

There have been some staffing changes during the last 18 months. Previously FGSR had a second Associate Dean in a part-time soft-funded position. In order to address our difficulties in establishing more efficient admissions policies and procedures, the second associate dean was replaced with a full-time (still soft-funded) Graduate Admissions Coordinator. As for the administration of scholarships and awards, until recently only one staff member (APT 3) was responsible for this large and complex file. The task could simply not be managed by one person. Consequently, some important tasks were not performed and overworked staff left FGSR. The position of Manager of Scholarships & Awards was upgraded to APT 5 to reflect the complexities of the file. One of the student service specialists was reassigned to support the Manager of Scholarships & Awards.

We have made significant changes to our Admissions and Registration positions. In February 2016 we had three Admissions and Registration staff, currently we have four individuals in this area (one soft-funded). Each of these staff was responsible for admission, registration, and audits of graduate students in several faculties. Not only were they required to understand complex and detailed procedures relation to every aspect of FGSR services, they also dealt with overlapping deadlines and emergencies every day.

In March of 2017, we split these four positions into two admissions staff and two registration staff. This has allowed staff to specialize and focus on tasks without having to deal with competing deadlines and emergencies. The change in responsibilities has improved FGSR's ability to process admissions and registrations more efficiently.

We have also enhanced many functions of our office from our phone service, to our communication with students and faculty members, as well as the organization and design of our website. We have begun work on projects such as workflows for student requests, degree audit, automation of files and records, records information management, calendar upgrades. Our Graduate Awards Portal is now fully implemented.

We have dedicated resources to the automation of degree audits and to calendar upgrades. We are awaiting IT support to further our efforts with admissions and defense workflows as well as document management for our student files. We continue to struggle with IT support for our projects and user requests which creates significant delays in completion of these projects.

FGSR is now in a better position to serve graduate students and academic units; nevertheless challenges remain. There are two critical areas: the number of student applications and the number of graduate students. The number of applications has more than doubled in the last six years. In 2011 we had 1277 applications, while in 2017 we had 2647. The ten-year perspective is even more telling, in 2007 FGSR received only 945 applications. The number of graduate students has also increased substantially. In winter 2011 it stood at 1,441, while this winter the number is 1,868. Not only has the number of applications and students grown significantly, administration of both has also become more complex, particularly service to the growing number of international students.

We are doing a much more complex and bigger job with essentially the same staff complement we had ten years ago. In 2007, FGSR had three out-of-scope, two APT and 5 CUPE positions plus three soft-funded positions, a total of 13 of positions. Today we have a total of 14 positions, four of which are soft-funded. In 2007 two of the soft-funded positions were student assistants, today FGSR is soft-funding positions that are at the core of FGSR's work: one APT, two CUPE and one recurring relief position. These soft-funded positions are critical to the operation of FGSR.

Although the central administration has provided significant support—last year, for example, when most units experienced budget cuts FGSR's operating budget remained unchanged—staffing levels at FGSR have not kept pace with either the growing graduate student population, or the increasing complexity of responsibilities of FGSR.

## 7. Committees

FGSR has four permanent committees to consult and advise on different matters.

### 7.1. Council Committee on the FGSR

Responsible for advising Council on graduate academic programs, policy, regulations and standards (a link to the terms of reference are available here <https://www.uregina.ca/gradstudies/for-faculty-staff/committees/council%20committee.html>).

### 7.2. FGSR PhD Committee

This committee's principal responsibility is to approve special case doctoral applicants and their programs. Terms of reference are here: [https://www.uregina.ca/gradstudies/for-faculty-staff/committees/phd\\_committee.html](https://www.uregina.ca/gradstudies/for-faculty-staff/committees/phd_committee.html)).

### 7.3. FGSR Scholarship and Awards Committee

This committee's principal responsibility is to adjudicate FGSR-administered scholarships. The terms of reference are available here [https://www.uregina.ca/gradstudies/for-faculty-staff/committees/scholarship\\_awards\\_committee.html](https://www.uregina.ca/gradstudies/for-faculty-staff/committees/scholarship_awards_committee.html).

#### 7.4. Program Development Advisory Panel (PDAP):

This panel was established in 2017 to meet with units (upon request) requiring assistance with developing or changing graduate programs. This panel includes members of FGSR as well as external stakeholders and provides a solid discussion board for the development of new programs or changes to existing ones. Besides FGSR's Faculty Administrator, Associate Dean, Dean, and two associate deans are part of this group.

## 8. Roles of FGSR

FGSR acts as the registrar for graduate students. FGSR processes all graduate admissions, registrations and convocations. FGSR also participates in managing the program for graduate students.

### 8.1. Graduate Admissions

All applications to any graduate program at the U of R are received in FGSR. FGSR reviews and processes all application material before sending the information to the line faculties for review. Units make recommendations on admissions, but FGSR makes the final decision on admission of graduate students.

Receipt of applications have significantly grown over the past few years. As such we are working on updating our processes to be able to manage the influx of applications every year. Our online application process, which was first introduced in 2009, has increased our ability to accept more applications each year, but further enhancing our document management processes will increase our capacity in this area as well. We have continued to update and enhance the abilities of this software. A lot of this work has been done during the last two years. This past year we have implemented a new document management process which has allowed quicker turnover of information to the line faculties, giving them almost immediate access of documents and information.

As stated earlier, the number of applications to our graduate programs has steadily grown. The number of applications grew dramatically in 2012 and has since remained stable. The growth is largely explained by the significant increase in international applications. In Engineering, the faculty with the largest number of applications, almost all applicants are international students. While the number of applications (and the related workload for FGSR) has approximately increased threefold, the number of accepted students has grown much more slowly. In 2001, 59 percent of students applying to U of R graduate programs were accepted. This number has decreased to 24 percent in 2017. In other words we roughly have to process twice as many applications today to recruit a student.

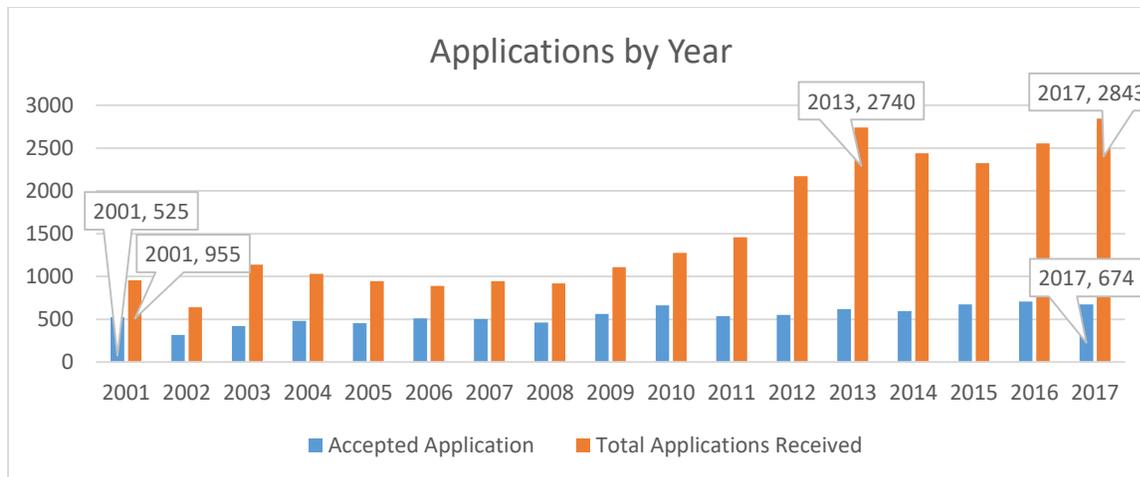


Figure 4: Applications by Year

Working with the current software to enhance the online application process has been time consuming and difficult at times. We continue to work on enhancements to this software and have recently implemented a quicker more convenient way of submitting reference letters electronically and directly to FGSR.

The recent introduction of WES (World Education Services), will allow students holding international degrees to submit official transcripts more easily. FGSR benefits with this service too. We can determine eligibility of applications and credentials much more efficiently.

### 8.2. Registration of Graduate Students

FGSR manages all graduate students' registrations. This entails ensuring that students are registered according to our regulations and their individual programs.

Once a student is admitted to FGSR, they are to seek advising with the line faculty, however, FGSR staff frequently advise students, staff and faculty on policy and best practices. This can involve simply advising students on how to register, or how to manage difficult situations. Although the student and faculty are responsible to ensure the program is being followed, FGSR has the final auditing authority on registration and program completion approval.

FGSR is responsible for auditing all graduate student programs throughout their time at the U of R. Audits are completed each semester to keep students on track in their programs. Advising and guidance on program management is done daily by FGSR staff. Once a student has completed all the requirements of the program FGSR audits the entire program for approval to graduate. We are currently beginning a project to utilize degree audit software with the goal to enhance our audit processes.

### 8.3. Graduate Program Management

FGSR approves all graduate programs. Any new program or changes to an existing programs must be approved by our Council. Line faculties may submit requests for changes at any time throughout the year. In 2017, FGSR published a Guide for Graduate Program Development which was developed to assist the line faculties with a better understanding of the steps and procedures for making changes to graduate programs and courses. This document can be found at

<https://www.uregina.ca/gradstudies/for-faculty-staff/committees/council%20committee.html>.

FGSR holds Council Committee meetings (CCFGSR) bi-monthly for a total of five meetings per year. The new Guide for Graduate Program Development FGSR now provides timelines and recommendations for submission of changes. This has helped units and FGSR prepare for the changes and ensure proper documentation of these changes in our calendar and on our website.

#### 8.4. Theses and Defenses

FGSR has oversight over all PhD and Master's thesis defenses. We have a full-time thesis coordinator who is responsible for managing the organization of PhD thesis defenses. For thesis-based programs FGSR facilitates and authorizes the thesis defense prior to the program audit.

Organizing Master thesis defenses is the responsibility of faculties and departments, but FGSR approves the external examiners for all theses. FGSR organizes all PhD defenses.

This, too, is a policy area in need of revision. We are looking to up-date the processes regarding defenses and we are working to provide clearer information for students and faculty members. For example, we have up-dated some of the forms that must be completed during the defense process. We are planning on reviewing the remaining forms. We will be looking into how to make the process as paper-free as possible. We also need to find a better way to inform students and faculty about the steps involved in taking a thesis to defense and how long each step takes.

#### 8.5. Graduation and Convocation

As our student numbers have grown, so have the number of graduate students at convocation. FGSR is responsible for all administrative process related to the convocation of graduate students. FGSR staff monitor and communicate with students and units upon completion of program requirements to ensure students are applying for graduation. Each student's applications for graduation is collected and processed by FGSR staff. FGSR audits and approves each student's program and eligibility for graduation prior to sending a graduand list for Executive of Council's approval.

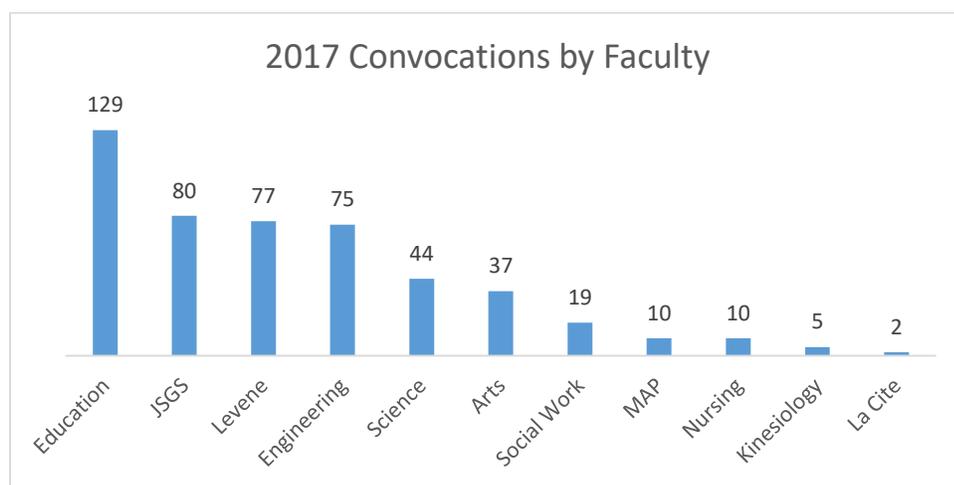


Figure 5: 2017 Convocations by Faculty

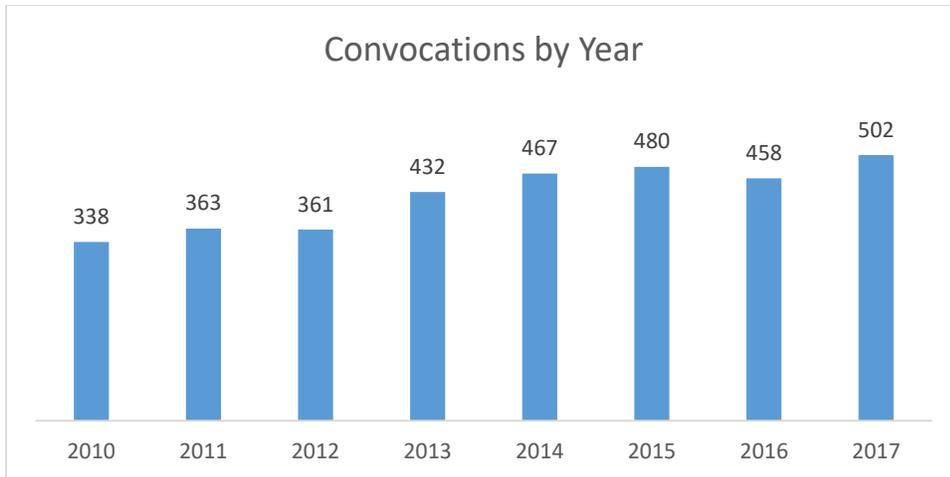


Figure 6: Convocations by Year

## 8.6. Student Academic Misconduct

Any suspected academic misconduct by graduate students is investigated by FGSR. The Associate Dean is responsible for investigating alleged academic misconducts, setting any penalties and representing FGSR in appeals to Senate. We have reviewed our academic misconduct policies, and will soon be implementing a common policy with the Undergraduate Calendar. In the last year we reviewed our process for dealing with academic misconducts. We now have a flow chart detailing the process, and a scale indicating the different penalties (several professors have said that these are useful tools to understand the process). We also keep a spreadsheet with an overview of incidents to ensure that the consequences are consistent.

The U of R is actively working on ways to prevent and reduce academic misconduct by its students. The Associate Dean sits on a university-wide committee set up to review academic misconduct at the U of R. One initiative started by FGSR, is that every graduate student is required to complete an online course about academic misconduct. This course is scheduled to be up-dated in 2018 when new university regulations around academic misconduct come into effect.

## 9. Policies and Processes

### 9.1. Graduate Policies

FGSR has many policies and procedures which can sometimes be difficult for students and our colleagues to be aware of or understand. We have the additional complexity that our policies apply to students from all faculties at the university and there is an expectation among students and faculty that graduate studies should be more flexible than undergraduate studies. A key concern expressed in the Internal Audit (May 2016) was that FGSR policies are cumbersome and do not support graduate education.

The structure, functions and policies of FGSR have not kept pace with the growth of our graduate enterprise. Policies were largely developed when graduate programs were more homogeneous, and the

university had fewer graduate students. Policies have to be revised to address current diversity of programs and to address divergent needs. This process is just at the beginning.

We have begun a complete review of our policies, starting with a restructuring of the Graduate Calendar. Several years ago, FGSR switched to an on-line web-based calendar. Currently this calendar is not searchable, has repeated and inaccurate information and has not been up-dated in many years. Also past versions of that calendar are not easily available. Another issue is that several sections of the Graduate Calendar were taken directly from the Undergraduate Calendar, but then left unchanged for years. In cooperation with the Registrar's Office we are planning to merge the policies that we have in common with the Undergraduate Calendar. We also want to change our calendar from a web-based calendar to a PDF. This will make it searchable and we will be able to create a calendar each year, and it will remain unchanged throughout the year (presently our web-based calendar may be changed several times a term, without a proper record of the changes).

During the process of reorganizing our calendar, we will review our policies. For some policies this will simply mean that we will change the wording for clarity when we update the calendar entry. For more major changes we will note the policy that needs to be up-dated and start the consulting process once the calendar is completed.

In the last year we have updated our policy for the accreditation of faculty for graduate supervision. We have also updated our transfer credit and advanced standing policies. We are consulting faculty about our policies around the roles of supervisors and supervisory committees. In the past, the culture of FGSR was to see itself as a gate-keeper; moving forward we need to see ourselves more as a provider of excellent service.

## 9.2. Graduate Processes

Registrations and all academic requests (e.g. deferral, transfer, program change, voluntary withdrawal, leave of absence, etc.) come through our office. The following processes are decentralized at U of R: Master's defense organization, administration of internal graduate scholarships, administration associated with post-doctoral fellows, and regular program reviews.

We manage defense procedures. Currently students may initiate only five types of requests on-line and these requests are approved by academic units and FGSR through an on-line process.

Along with our policies we are also looking into our processes. We have recently started to develop a process for student appeals. In the past, appeals were done in an ad hoc manner; there were very few appeals and mostly they were straight-forward to resolve. With our growth and diverse student body, we needed more formal processes.

We are working on developing a section of our website to provide clearer descriptions of the policies that affect our students on a regular basis. This is particularly aimed at students who are having difficulties in their program. The first stage of this is to create a webpage describing how to apply for deferrals, withdrawals and leaves and the difference between each. IT services and software such as workflow still create hurdles to efficient administration. Implementation of Banner Workflow, paperless admissions process is threatened by delays in introduction of software such as Content 7. In the case of Content 7, implementation has been significantly delayed. The latest update on implementation pushed it back from January to April 2018.

We need more clarity on who does what particularly when it comes to student services, advising, and service to international graduate students.

## 10. Students

### 10.1. Enrolments

Over the years, enrolment of students in our programs has grown significantly. In the late 1980s, the total enrolment was 278, with 113 full-time Masters and Ph.D. candidates. At the time of the last unit review (2002) over one thousand graduate students were enrolled at the U of R. More importantly, between 1993 and 2013, full-time Master’s enrolment at the University of Regina grew faster (347.37%, 168/765) than at any other Canadian university (42<sup>nd</sup> Statistical Report Part 2, CAGS, 2016, p. 14). During the same period, full-time doctoral enrolments grew from 27 to 234 (CAGS, p. 21); this is more than an 8-fold an increase. As of January 2018 our total graduate enrolment stands at 1,868 which are evenly split between part-time (49%) and full-time students (51%). The number of applications to our programs has also grown steadily. Details of historical and current enrolment are in the table below and in Appendix D.

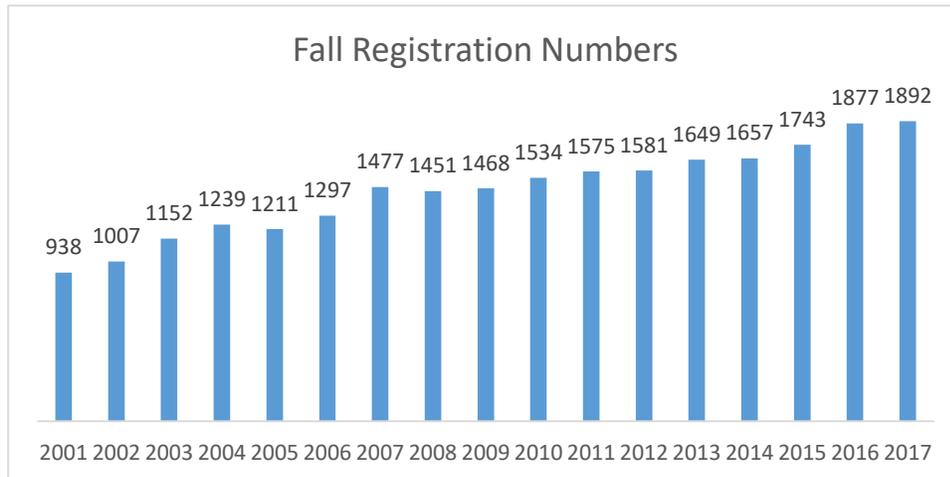


Figure 7: Fall Registration Numbers by Year

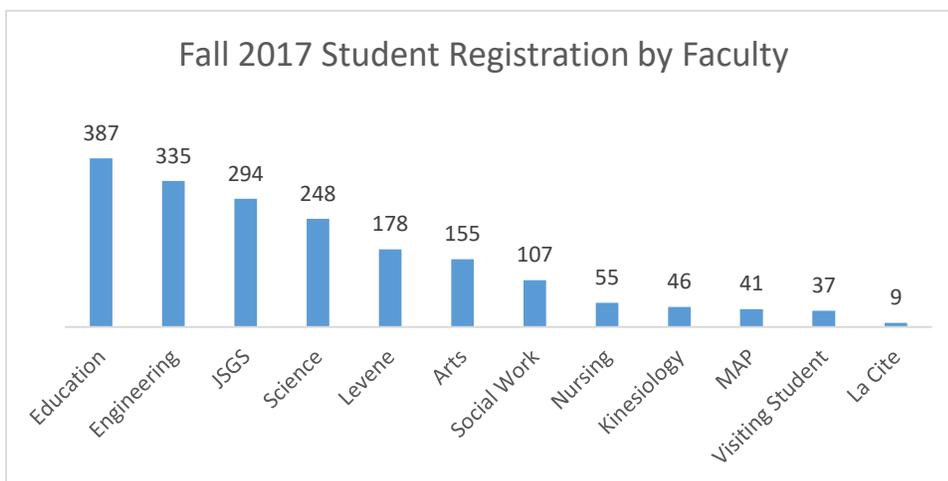


Figure 8: Fall 2017 Student Registration by Faculty

The current number of students in our faculties and graduate schools varies greatly. The largest complements of graduate students are in Education, Engineering and JSGS, followed by Science, Business Administration and Arts.

In accordance with national trends, the percentage of female graduate students has grown; in our case from 55% in 2001 to 58% in 2017. The percentage of female graduate students varies greatly by faculty. In almost all faculties more female students are enrolled and constitute a greater share of graduate students today (2017) than in 2001 (see charts in Appendix B). The exceptions are MAP (2001, 65%; 2017, 57%), KHS (2001, 55%; 2017 48%), and the recently established graduate programs in Nursing (2013, 100%; 2017 91%). Not surprisingly Engineering has the smallest percentage of female graduate students but the share of female students is growing here, too (2001, 17%; 2017 28%).

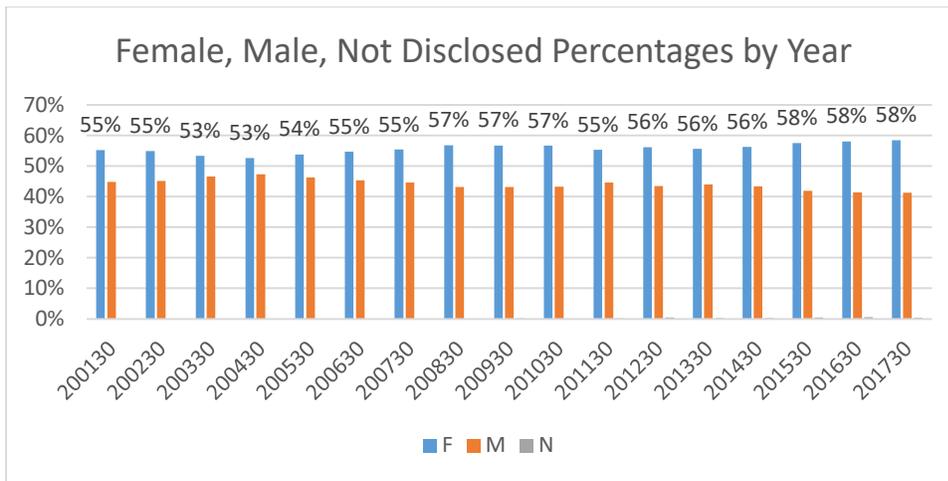


Figure 9: Applications - Male and Female

## 10.2. Time to Completion

The median time to completion of PhD thesis has hardly changed since 2002. During a few years, the time it took to complete a thesis vacillated but today it is at almost the same level as fifteen years ago. Time to completion for Master's Students is a different story. Here we see a marked reduction over time. This coincides with the increase of international students who tend to have shorter completion times. Also there has been a reduction in the completion times for domestic part-time students.

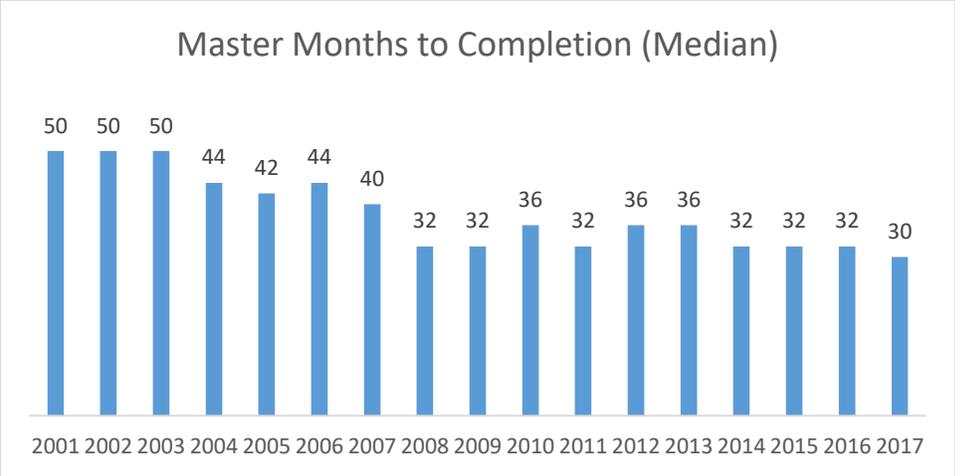


Figure 10: Time to Completion - Master

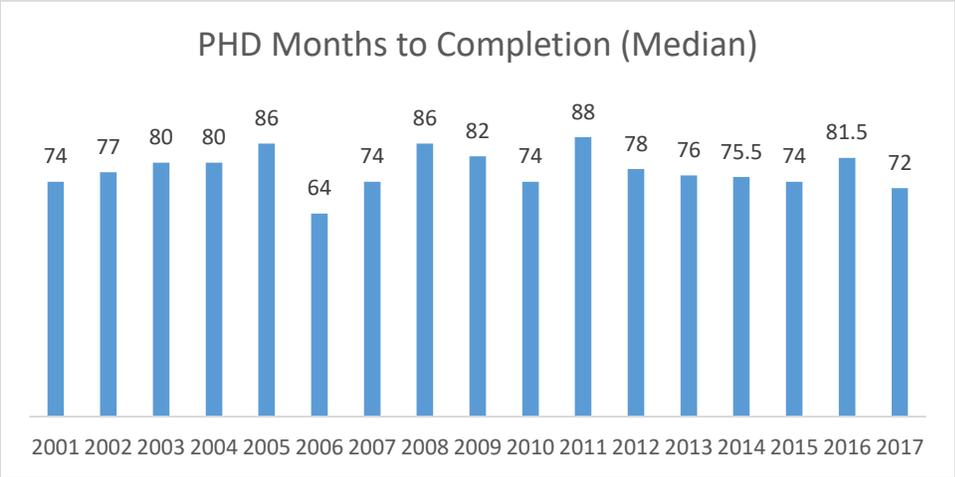


Figure 12: Time to Completion - PhD

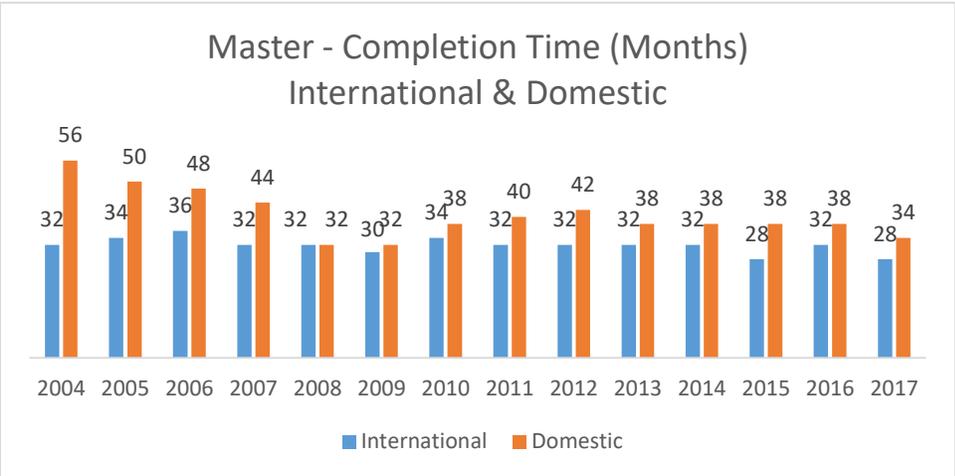


Figure 11: Time to Completion - International and Domestic

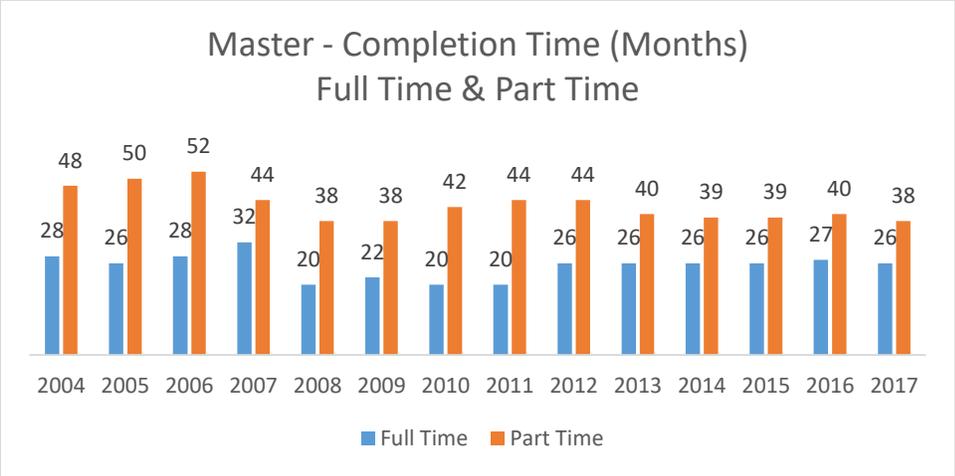


Figure 13: Time to Completion - Full Time & Part Time

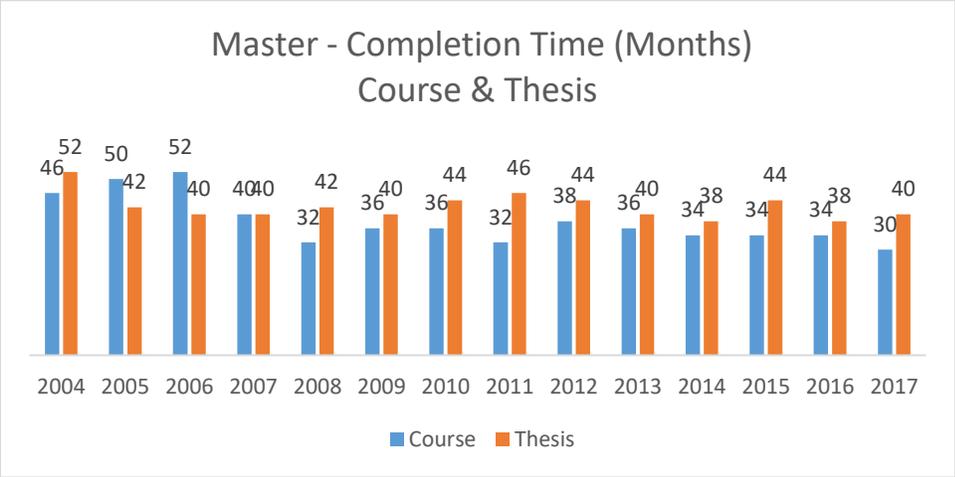


Figure 14: Time to Completion - Course based & Thesis Based

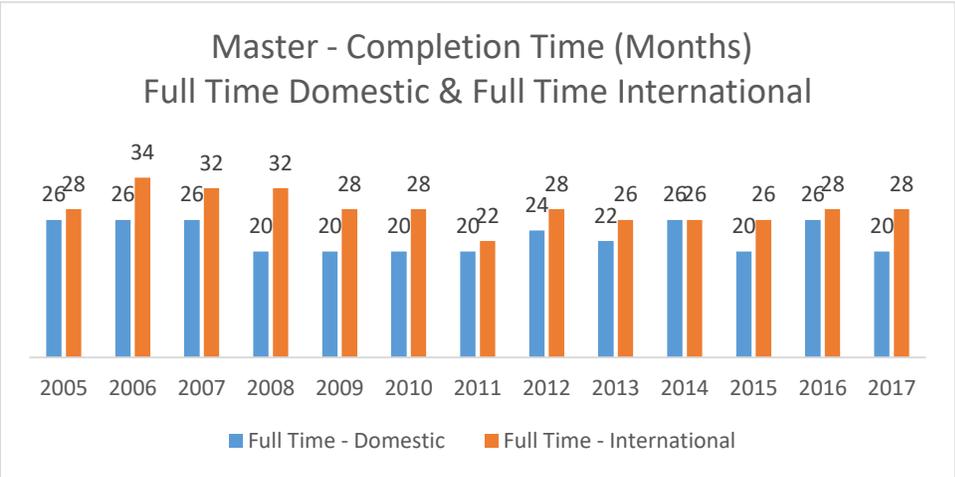


Figure 15: Time to Completion: Full Time Domestic & Full Time International

### 10.3. Graduate Student Experience

FGSR strives to provide services to our graduate students beyond non-academic services offered through student services and the academic advising provided by departments, faculties and schools. Towards this goal, FGSR introduced the following new initiatives in 2017:

#### Graduate Student Conference

- This conference replaces a number of individual workshops offered throughout the semester. The new format is a one-day conference offering 18 workshops on academic and professional development by U of R faculty and staff. We partnered with the Graduate Student Association and were able to attract nearly a hundred students; many times more than the old workshops attracted.

#### Graduate Writing Room

- Each month FGSR organizes a graduate writing room. Here students find quiet places to work on a project, writing and research support.

#### Grant Writing Workshop

- We offered two separate grant writing workshops (one aimed at NSERC and the other at SSHRC). We also helped pair students with professors to proof-read their grant applications.

#### Mitacs Professional Development Workshops

- FGSR facilitates four workshops per year. An average of 24 students attend each workshop, project management I & II are two day sessions.

#### GSA Poster Competition

- FGSR supports a poster competition in the fall semester (typically this competition has around 20 entries).

#### Three Minute Thesis

- FGSR organizes this jointly with GSA and External Relations; typically, this attracts around 20 participants.

#### Graduate Social Night

- In partnership with GSA, FGSR hosts monthly social night at the Owl; most evenings have between 10 to 30 participants, started September 2017.

These efforts provide additional and targeted support to our graduate students, and we plan to expand these programs.

## 11. Graduate Student Funding

Graduate scholarships and awards are administered and managed by FGSR. There are several categories of scholarships and awards available to graduate students:

- National Awards (mainly Tri-Council)

- External Awards (provided by donors and academic units)
- Provincial Awards (e.g. Saskatchewan Innovation Entrance Scholarship)
- Internal Scholarships (Graduate Scholarship Base Fund, GSBF), Student Travel Award, Tri-Council enhancements, Graduate Teaching Fellowships
- Convocation awards (Governor General's Academic Gold Medal, President's Distinguished Graduate Student Award)

FGSR has a Scholarship and Awards Committee responsible for approving and adjudicating scholarships administered by FGSR.

FGSR allocates a Graduate Scholarship Base Fund to each faculty who in turn are responsible to distribute the scholarships to their graduate students. FGSR monitors the distribution of the funds and faculties' adherence to the terms of reference of Graduate Scholarship Base Fund (link to the TOR is in Section 7.3).

A listing of all scholarships and awards can be found here: <https://www.uregina.ca/gradstudies/current-students/scholarships/index.html>. All applications for graduate awards are made at one place through, a new on-line application process called GAP. Scholarships are also advertised through GAP. It was difficult to set GAP up, but it has been working well for over six months now.

The table below shows internal graduate student funding.

Budget Book	2014-15	2015-16	2016-17	2017-18
Masters Awards	\$ 1,730,807	\$ 1,730,807	\$ 2,095,807	\$ 2,095,807
Masters Awards Visa Students	\$ 185,000	\$ 185,000	\$ NA	NA
PhD Awards	\$ 100,000	\$ 650,000	\$ 550,000	\$ 550,000
PhD Awards Visa Students	\$ 80,000	\$ 80,000	\$ NA	NA
Total Graduate Studies Scholarships	\$ 2,095,807	\$ 2,645,807	\$ 2,645,807	\$ 2,645,807
SK Innovation Graduate Scholarships	\$ 562,000	\$ 553,000	\$ 616,100	\$ 373,000
Graduate Teaching Assistantships				
Teaching Assistants	\$ 362,678	\$ 368,118	\$ 373,640	\$ 373,640
Student Academic Support	\$ 224,943	\$ 228,317	\$ 231,742	\$ 231,742
Benefits	\$ 34,320	\$ 45,307	\$ 39,698	\$ 43,815
Total Graduate Teaching Assistantships	\$ 621,941	\$ 641,742	\$ 645,080	\$ 649,197
Graduate Studies Differential Fee Student Support	\$ 30,085	\$ 14,349	\$ 17,637	\$ 39,773
U of R/NSERC Undergrad Student Award	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Total	\$ 3,329,833	\$ 3,874,898	\$ 3,944,624	\$ 3,727,777

Figure 16: Scholarships from Budget Book

We face challenges with our scholarships. Although scholarship funding from U of R has increased it has not kept up with increasing student numbers, as a result our per capita funding has decreased. This has implications for recruiting students and times of completion. We need to better fund international students. At the moment we cannot waive tuition fees. Further provincial funding cuts and subsequent reduction of our operating and scholarship funds would constitute a serious threat to graduate education at the U of R.

The following five charts show the totals of graduate funding (i.e. external awards, FGSR, and Tri-Council) received by students during a given semester.

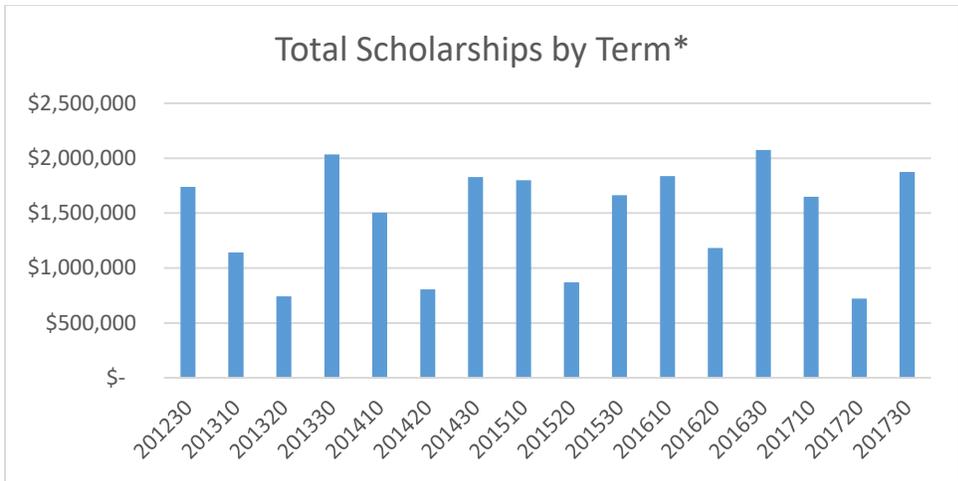


Figure 17: Scholarships by Term

\*Totals reflect amount students received in that term which will differ from the amount awarded.

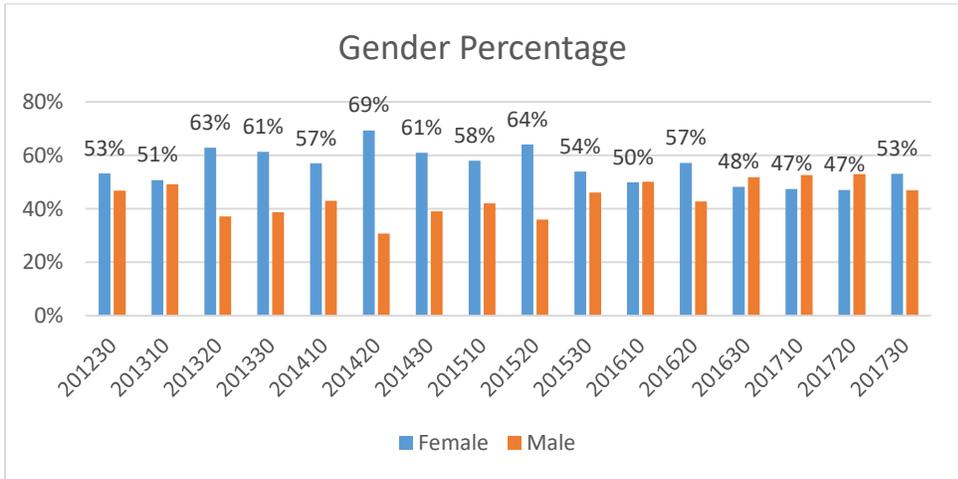


Figure 18: Scholarships by Gender

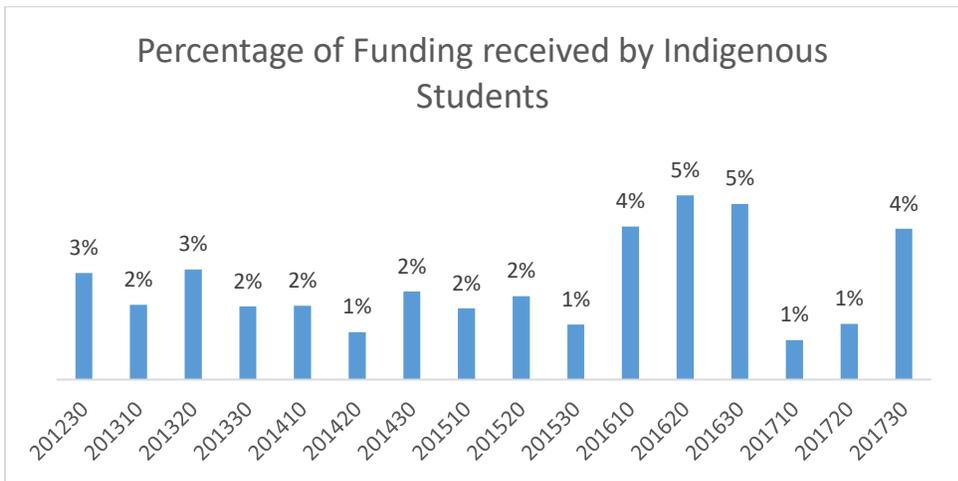


Figure 19: Scholarships - Indigenous Percentage

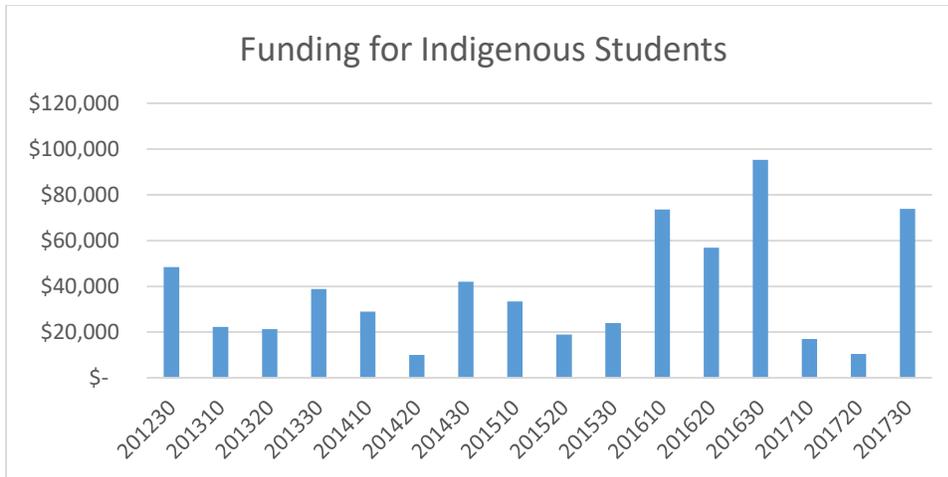


Figure 20: Scholarships - Indigenous Totals

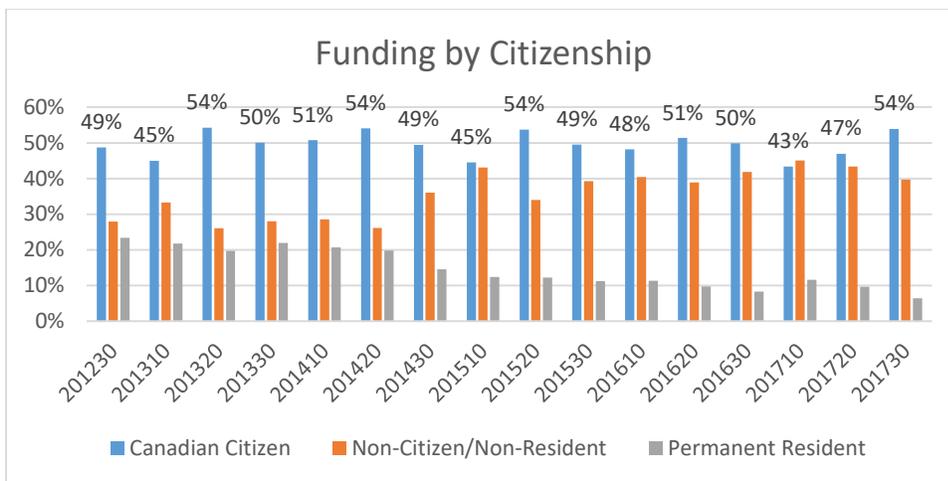


Figure 21: Scholarships by Citizenship

## 12. Professors

### 12.1. Accreditation

In the fall 2017, we implemented a new accreditation policy that is quite different from the previous policy. In the past faculty members would apply to FGSR for a level of accreditation (there were four levels indicating what roles in supervision a faculty member may undertake). The new policy identifies ten roles in graduate supervision. Faculty members are accredited to undertake different roles depending on their position at the university and their education levels. The new policy also has a wider role in graduate supervision by qualified people outside of the university. This includes a new category for Elders (See <https://www.uregina.ca/gradstudies/for-faculty-staff/accreditation/index.html> for details).

We have received almost entirely positive feed-back about the new policy (there was one faculty member who expressed concern about FGSR losing oversight of supervisors; we plan to address this concern with changes to the policy for supervisors and committees). One unexpected result of this policy change is that the percentage of female faculty with full accreditation increased significantly

(54/161) reported female members, not including those who have not declared, and not including course instructors, committee members, specialized and associated membership.

## 12.2. Graduate Supervision

FGSR approves all graduate supervision and PhD committees. When student and supervisors have conflict they often turn to FGSR for help. We have a process for students to change supervisors, but there is not a clear process for supervisors to terminate their supervision of a student. This is an area where clear policy needs to be developed. We also would like to offer support to professors to become better supervisors.

As the charts below show, the number of faculty involved in graduate supervision has grown over the years. This simply reflects the growth of the U of R's graduate enterprise during the last fifteen years or so.

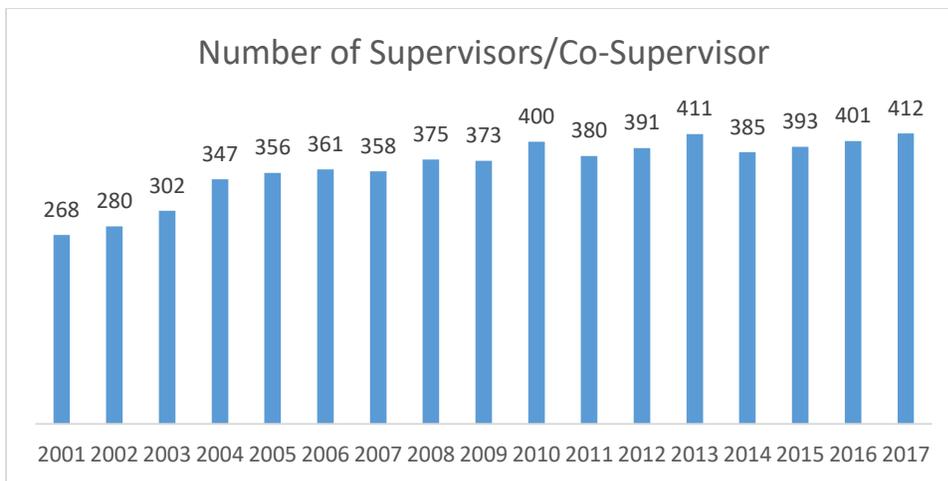


Figure 22: Number of Supervisors

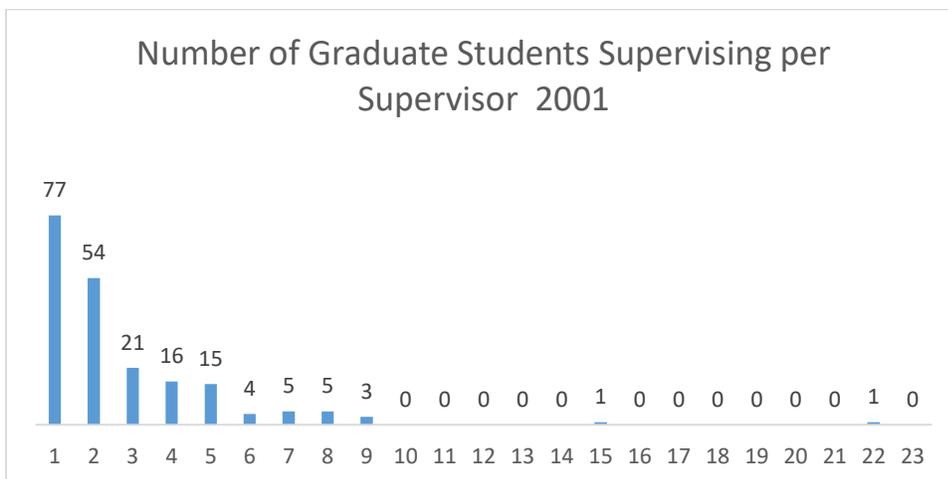


Figure 23: Number of Graduate Students per Supervisor - 2001

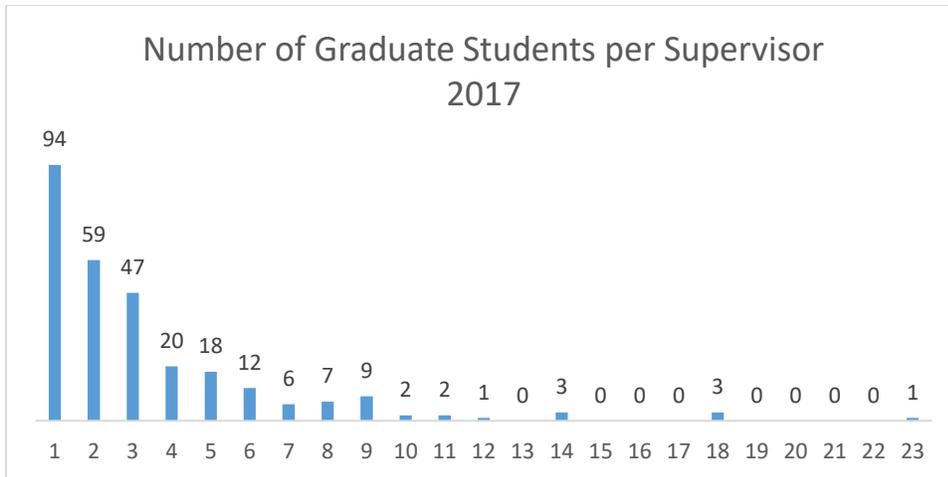


Figure 24: Number of Graduate Students per Supervisor - 2017

### 13. Indigenization

Indigenization is one of the U of R’s strategic goals. This is a goal that we very much support.

The number of self-declared indigenous graduate students has grown significantly. In 2001 only ten indigenous graduate students studied at the U of R, by 2017 there were 123. Currently, slightly more than 6% of our graduate student body identifies as Indigenous; more significantly perhaps, over 10% of domestic graduate students are indigenous. The faculty with the largest number of Indigenous graduate students is Education, the smallest numbers are found in Engineering (4) MAP (3), Science (2), and KHS (1).

One way that FGSR support the goal of Indigenization is that we have increased funding for Indigenous students. There are a number of scholarships for Indigenous graduate students (<https://www.uregina.ca/gradstudies/current-students/scholarships/index.html?list=indigenous>). FGSR’s Indigenous Graduate Scholarship has been renamed kaskihtamâsowak (“they earned it”) and its value was increased to \$5,000 (previously \$2,000); this year we were able to support all eligible students. On the whole, however, as with graduate students overall, funding for Indigenous students is insufficient.

FGSR in cooperation with the President’s Indigenous Lead and UR International is developing an Indigenous Scholar Summer Program. The program has two main goals: attract Indigenous students to graduate studies and introduce Indigenous methods and approaches to graduate studies in general.

### 14. Desiderata and Future Plans

- Graduate education must become an integral part of the strategic planning for the U of R.
- It is anticipated that more students will seek graduate education to advance their career opportunities. While the traditional pattern of graduate education that has an academic career as its main goal will continue to be important we need to build new programs and paths. We would like to increase the number of professional programs, course- and project-based programs and graduate programs that include co-operative education elements.

- We need to clearly articulate the responsibilities and roles of FGSR to align with a changed graduate environment.
- FGSR needs to explore the possibility of becoming involved in supporting post-doctoral fellows.
- We are working on making our processes more efficient, particularly the admission process.
- We are looking at the possibility to redesign the structure of FGSR. Perhaps the Office of Graduate Studies could merge with the Associate VP Research. We seek advice from external reviewers on this point in particular.
- FGSR should have an active role in recruitment and support of international students, we should also intensify the already existing relationship with UR International.
- We should develop closer relationship with Student Services, explore areas of convergence where services that are provided to undergraduate students are also provided to graduate students in a similar manner.
- We should develop a closer cooperation with Research Office to provide students with advice on securing grants.
- In order to plan for the future and we need improved data analysis. It is expected that the program Cognos will greatly help when it is running properly

## 15. Appendices

### 15.1. Appendix A: Acceptance Rates

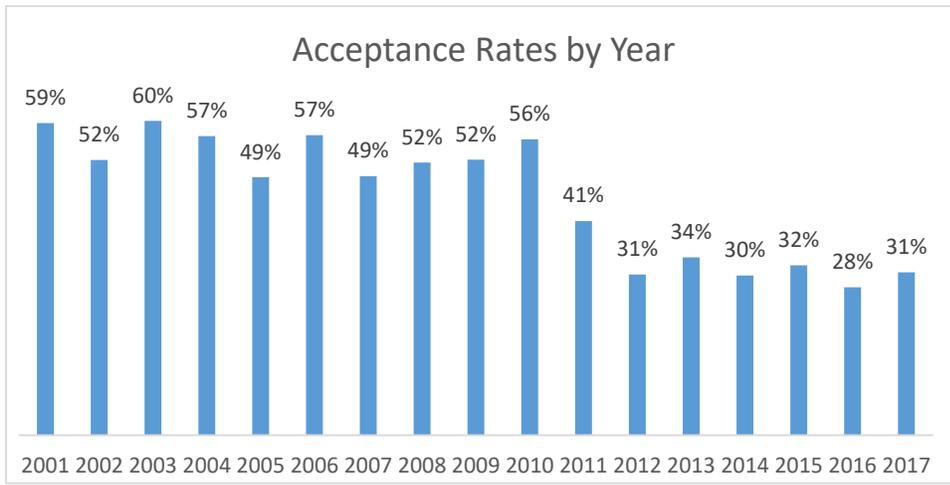


Figure 25: Acceptance Rates by Year

### 15.2. Appendix B: Percentage of Female Graduate students by Year and Faculty

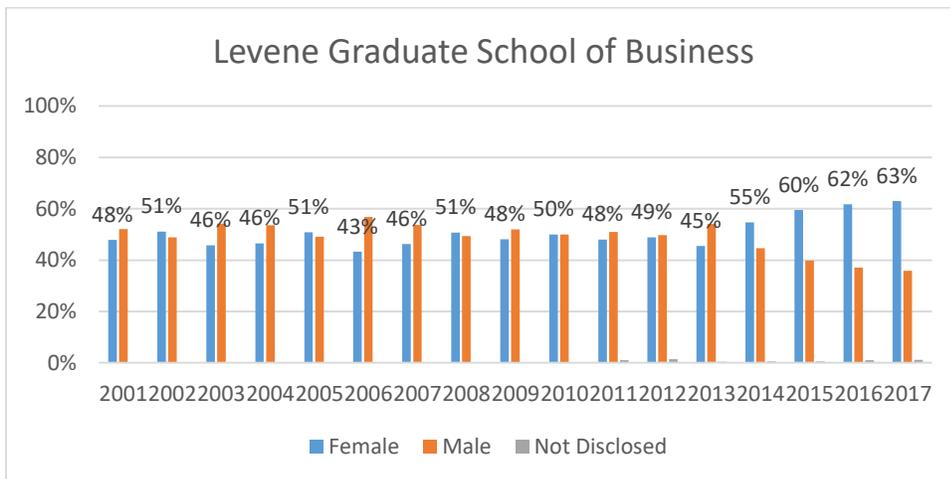


Figure 26: Gender - Levene

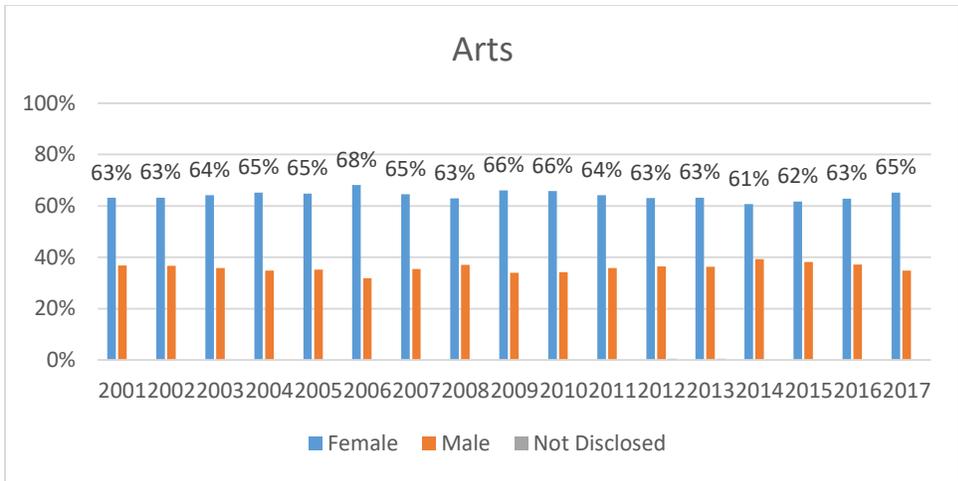


Figure 27: Gender - Arts

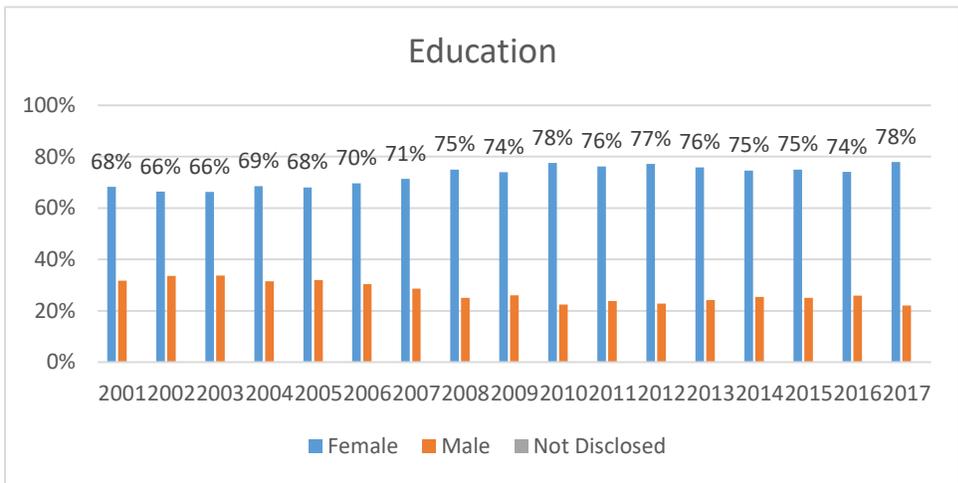


Figure 28: Gender - Education

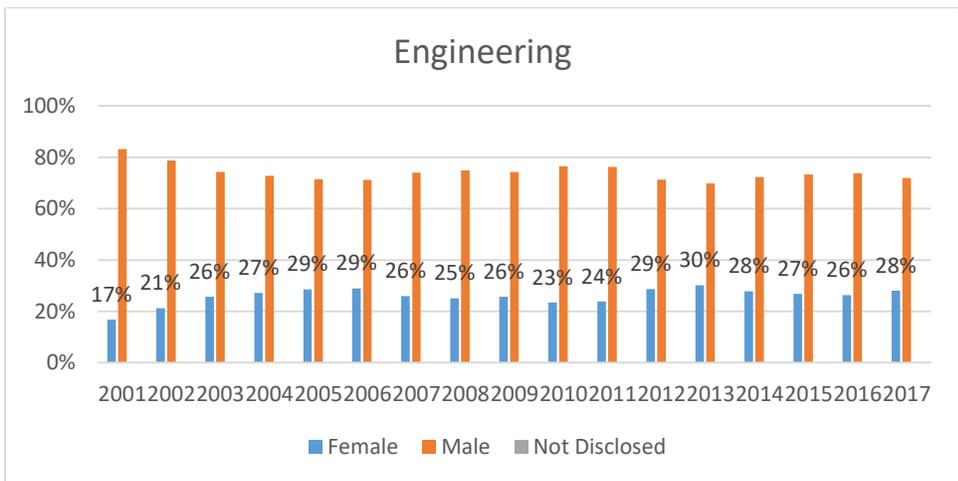


Figure 29: Gender – Engineering

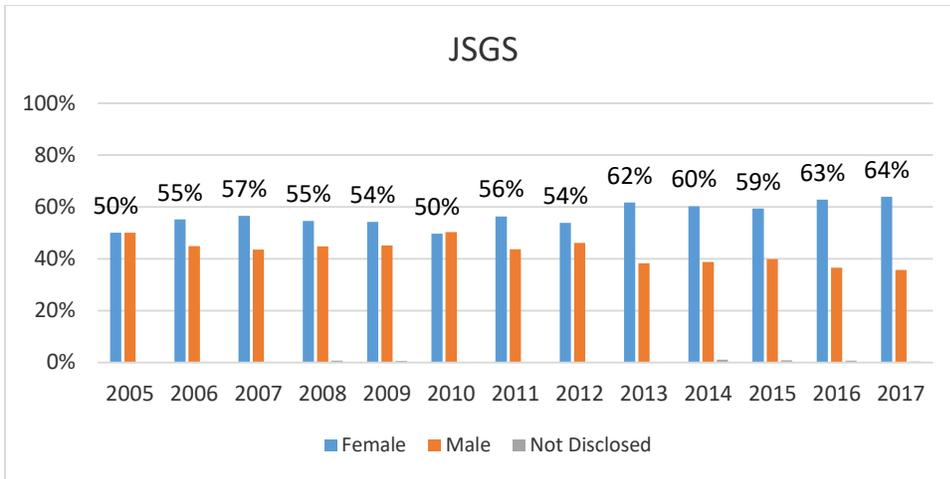


Figure 30: Gender - JSGS

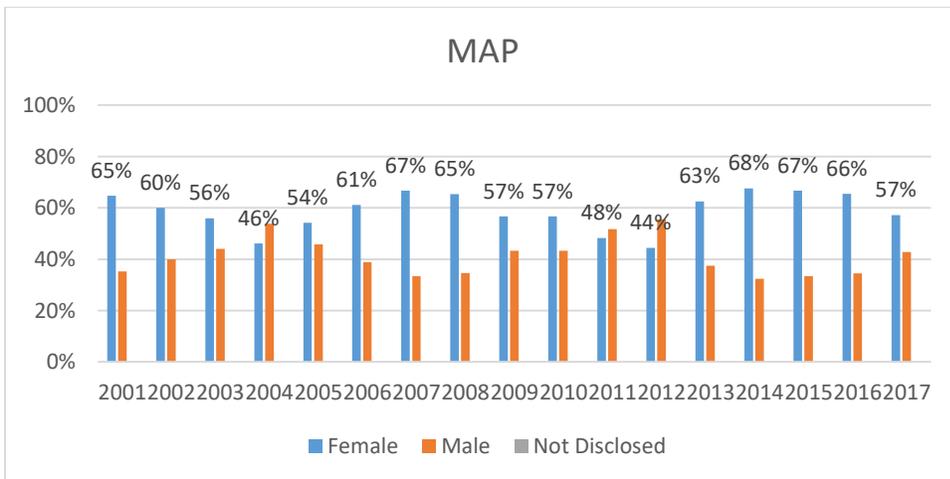


Figure 31: Gender - MAP

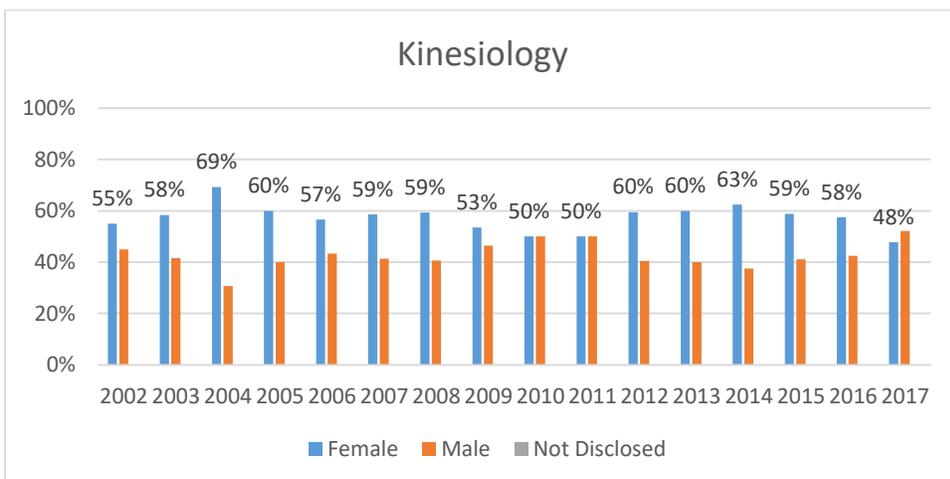


Figure 32: Gender - Kinesiology

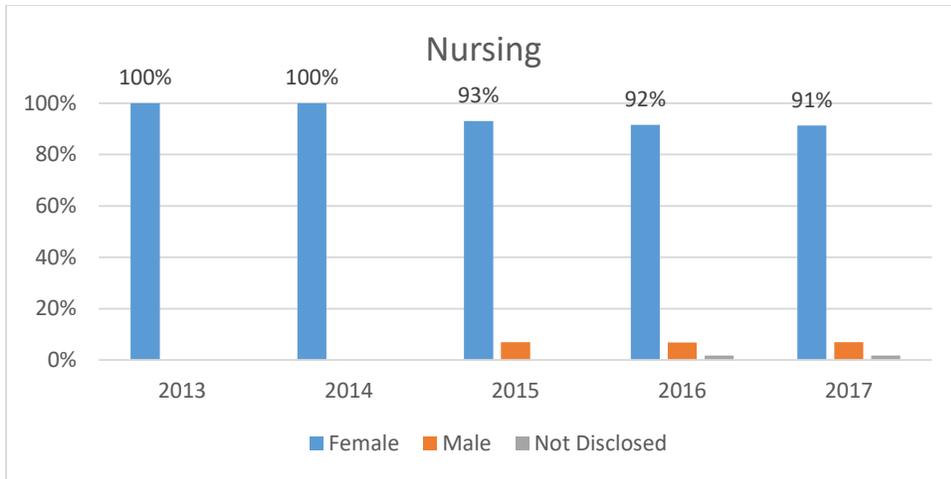


Figure 33: Gender - Nursing

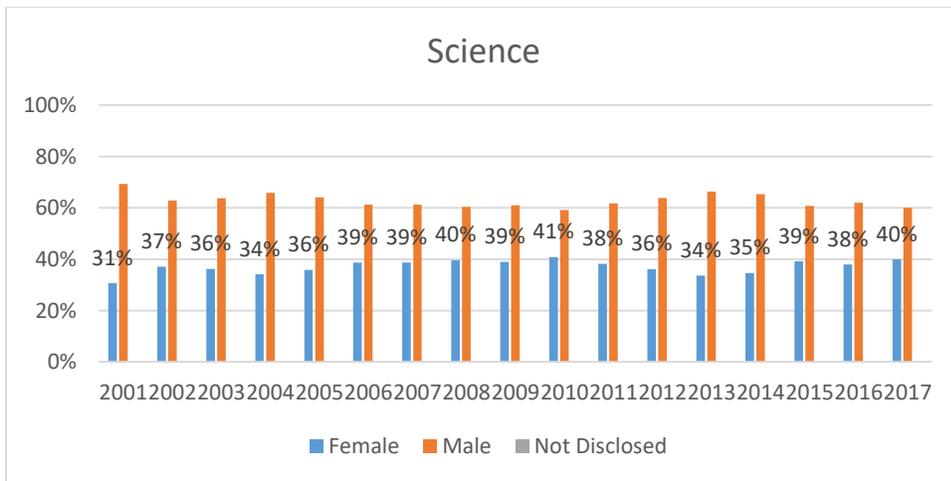


Figure 34: Gender - Science

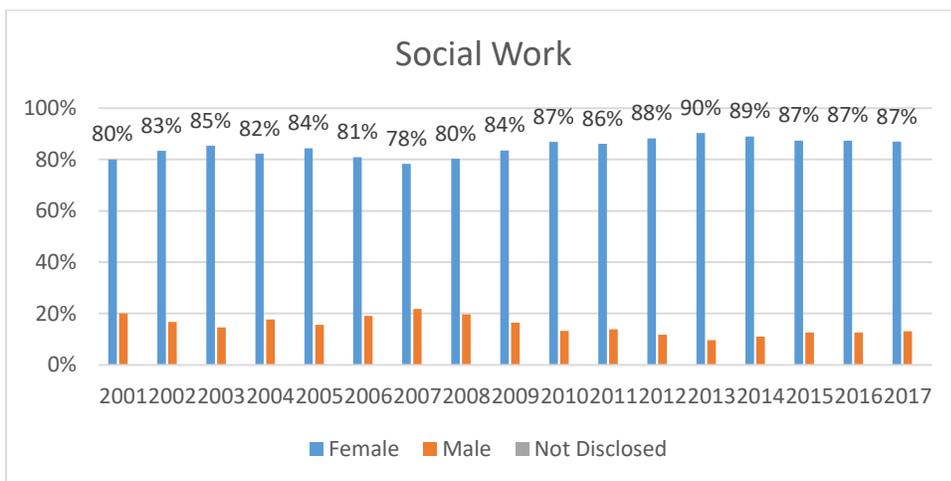


Figure 35: Gender - Social Work

### 15.3. Appendix C: Indigenous Graduate Students

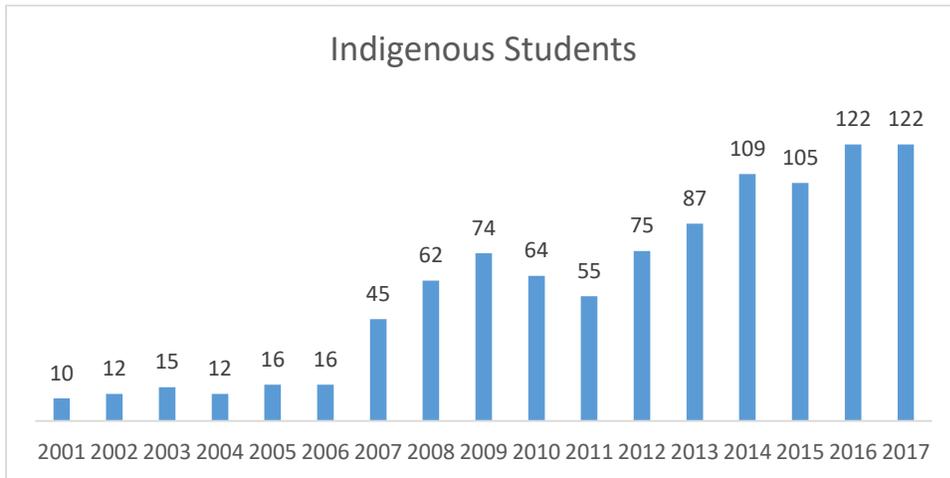


Figure 36: Number of Indigenous Students

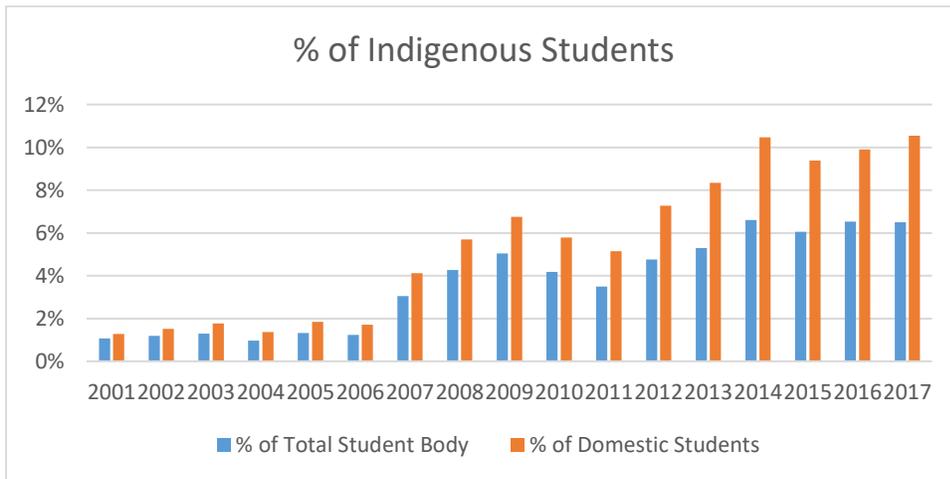


Figure 37: Percentage of Indigenous Students

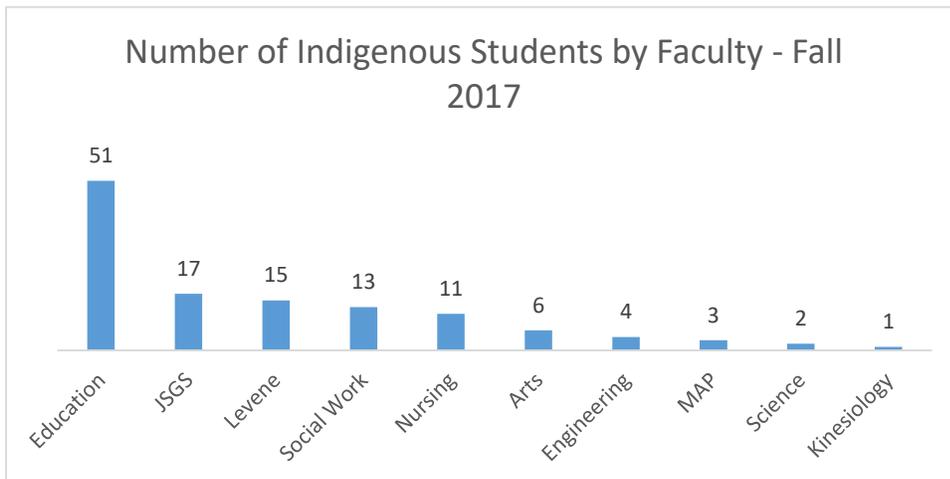


Figure 38: Number of Indigenous Student by Faculty

#### 15.4. Appendix D: Enrolment Domestic vs International

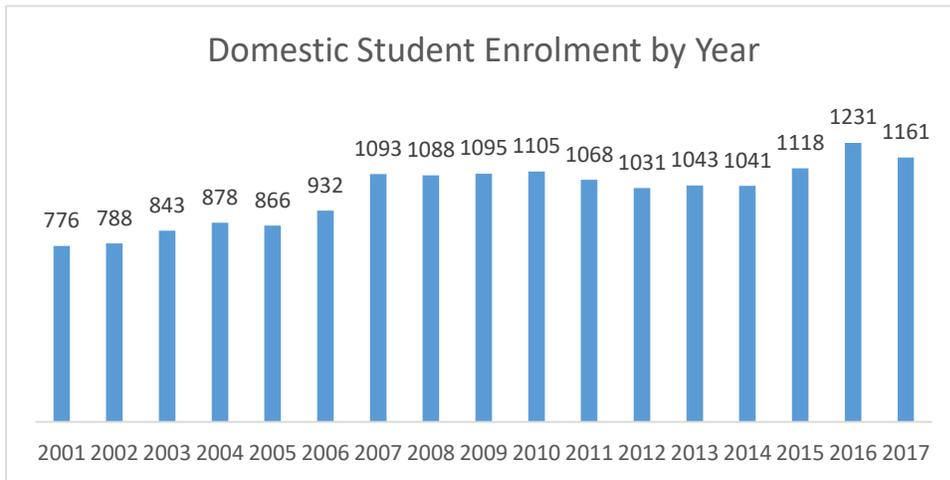


Figure 39: Domestic Student Enrolment by Year

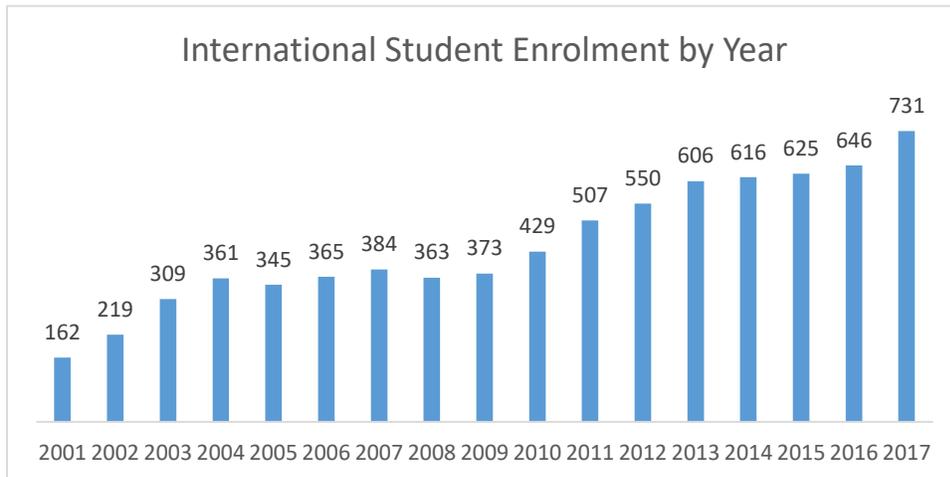


Figure 40: International Student Enrolment by Year

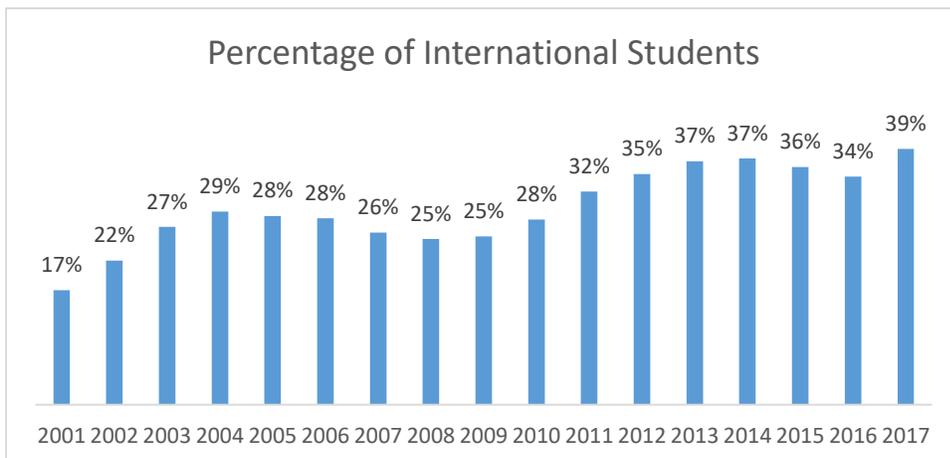


Figure 41: Percentage of International Students by Year

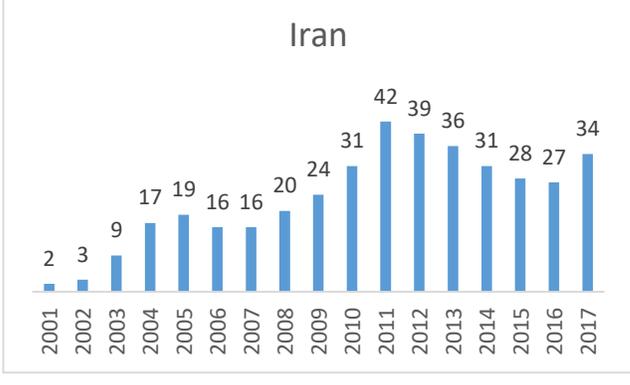
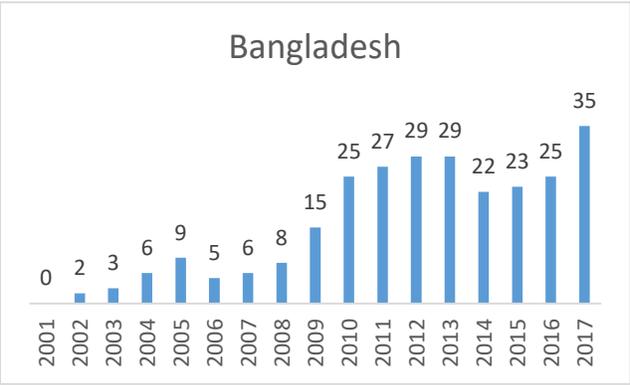
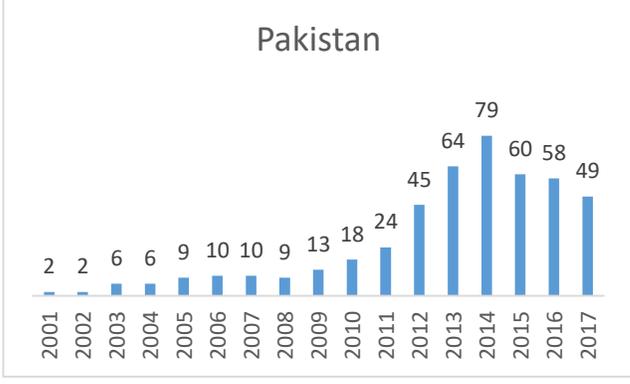
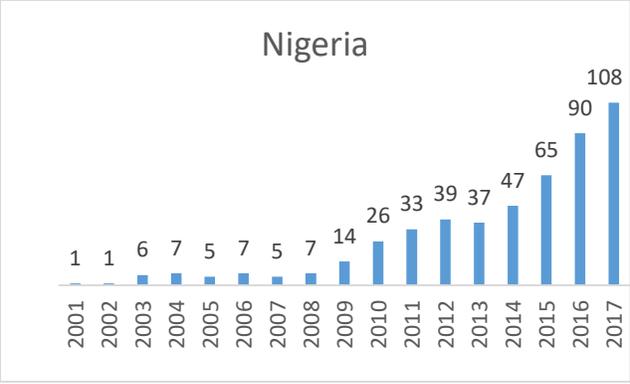
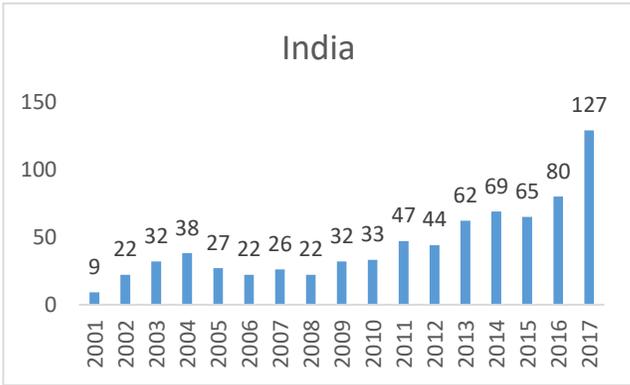
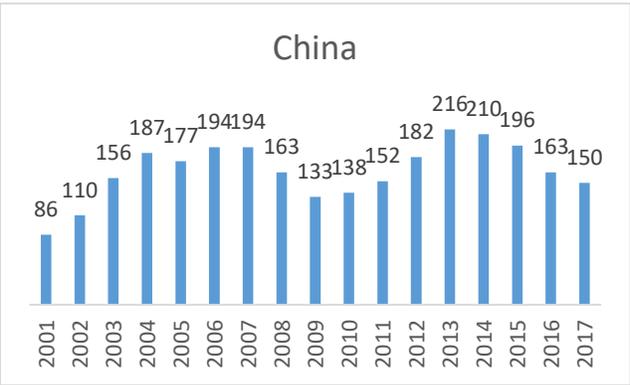


Figure 42: Top Six Countries of Origin

## 15.5. Appendix E: Enrolment by Program Type

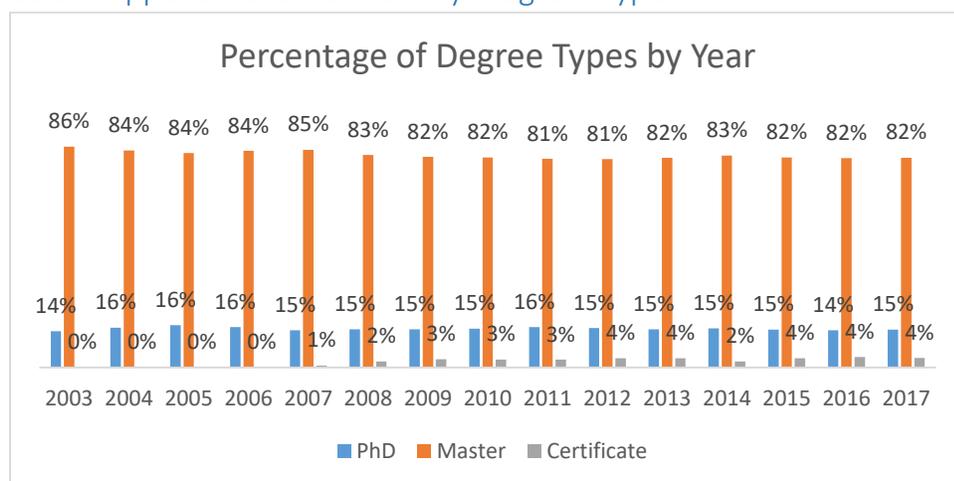


Figure 43: Percentage of Degree Types by Year

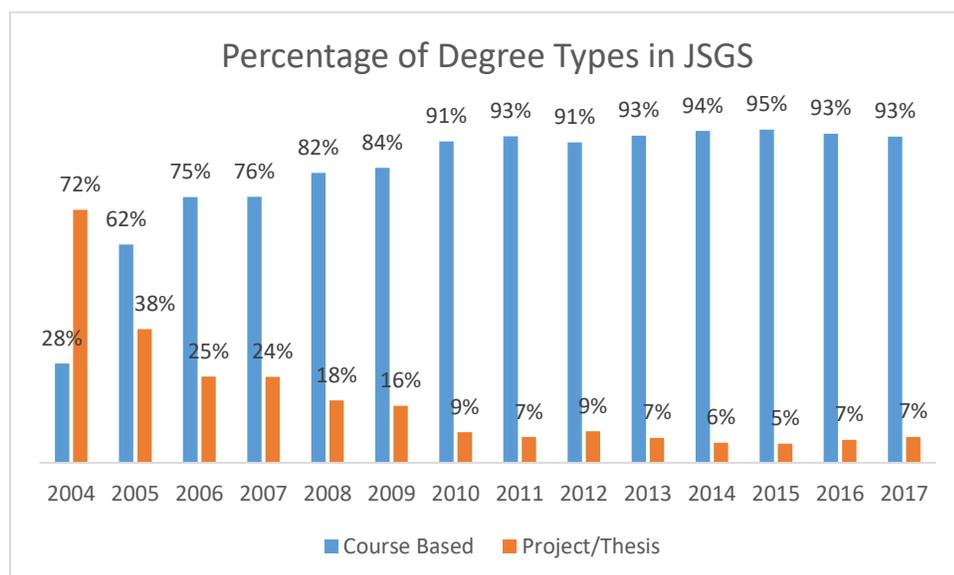


Figure 44: Percentage of Degree Types by Year in JSGS

## 15.6. Appendix F: Base Budget 2017-2018

Base Budget 2017-18	
Dean/Directors/Associate Deans Salaries	\$292,834
Full Time CUPE	\$367,786
Part-Time CUPE	\$2,000
APT Salaries	\$215,119
Benefits	\$199,098
POOL Miscellaneous Expenditures Budget	\$239,146
<b>Total Graduate Studies Dean's Office</b>	<b>\$1,315,983</b>

Figure 45: Base Budget 2017-2018

## 15.7. Appendix G: Recent Program Changes

Arts Program Changes		
New	Master of Journalism	201530
New	Master in Social Studies Program (course-based option)	*
Suspension	Master of Arts and Master of Science - Geography Programs	201510
Eliminate	Master of Educational Psychology (project route)	201330

Levene Program Changes		
New	Master of Science in Organization Studies	201830
New	Levene MBA with Specializations (Co-operative Education Programs) General Management International Business Engineering Management Public Safety Management Master of Human Resource Management (Co-operative Education Program) Master of Administration in Leadership (Co-operative Education Program)	201520
New	Levene MBA Program MBA Specialization in International Business MBA Specialization Engineering Management MBA Special General Management Post-Graduate Diploma in Business Foundations	201330
Discontinuance	MBA International Program Part-time MBA Program Master's Certificate in Business Program	201330

Education Program Changes		
New	Master's Certificate in Educational Technology and Media	201810
New	Master of Indigenous Education (thesis, project and course route)	201710

Engineering Program Changes		
New	PhD Program in Process Systems Engineering - PhD following MASc degree - Phd following MEng degree	201530
New	PhD Program in Software Systems Engineering - PhD following MASc degree - PhD following Meng degree	201530

JSGS Program Changes		
New	Master of Health Administration	*

Re-activate	Master's Certificate in Non-Profit Management	201630
Discontinuance	Master of Public Policy in Health Services Research Stream	201520

La Cite Program Changes		
New	Master of Arts in French & Francophone Intercultural Studies	201830
New	Master's Certificate in French & Francophone Intercultural Studies	201830

Nursing Program Changes		
New	Clinical Nurse Specialist (CNS) - Master of Nursing Program	201730
New	Master of Nursing Collaborative Practitioner Program Master of Nursing Collaborative Practitioner Specialization	201330

Science Program Changes		
New	Master of Health Information Management (course & project route)	201730
New	Master of Science in Computer Science (course-based route)	201430
New	Master of Science in Mathematics & Statistics (course-based)	201330
Suspension	Master of Health Information Management (course & project route)	201730
Archived	Master of Science in Mathematics & Statistics (report option)	*
Archived	Master of Arts in Mathematics & Statistics (thesis & report route)	201330

Social Work Program Changes		
Re-activate	Master of Aboriginal (Indigenous) Social Work Program (internship route)	201420
Eliminate	Master of Indigenous Social Work (project route)	*

Figure 46: Recent Program Changes

\* No effective date outlined