

Fine Arts and Arts Education Resources at Saskatchewan Universities

2018 Update

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A report prepared for the Saskatchewan Arts Alliance



Saskatchewan
Arts Alliance

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Section A. Introduction – Reading the Report

This report provides an update and extension of the December 2015 report *Fine Arts and Arts Education Resources at Saskatchewan Universities: An Analysis of Trends – 2015 Update* (referred to in this report as FAAER). That report was an update of the February 2014 report *Fine Arts Resources at Saskatchewan Universities: An Analysis of Trends 1995-2013* (FARSU).

In this report, where data are unchanged from those in FAAER, rows of the tables are sometimes condensed into annual averages for five year periods. Where there are new or revised data or tables, these are provided for as many years as consistent data were available. As a result, this report can be read on its own; for a fuller picture of longer term trends, read this report along with FAAER. Where there have been revisions in earlier data sources, these are noted in this report.

The structure of this report generally parallels that of FAAER, with detailed data and analysis of degrees granted at convocations, student enrolment (registration and credit hours taught), personnel, and budgets (Sections C through F, respectively). Coverage of these topics is greatest for the University of Regina and the University of Saskatchewan; information about the First Nations University of Canada, the federated colleges of the University of Regina, and the affiliated colleges of the University of Saskatchewan is provided wherever possible.

To compare with the earlier report, the numbers of the tables in this report correspond to those in FAAER. In order to preserve the table numbering, where there are new data tables in this report these are labelled with a, c, or c, eg. Table 9 in FAAER becomes Tables 9a, 9b, and 9c here so that fuller information could be provided. Section D of this report, on student enrolment, is long but it contains additional data on the areas of study for students, especially at the University of Regina. Methods and sources for each table are provided in the Appendix; the last section of the report, References, is a bibliographic list of sources.

Faculty of Media, Art, and Performance (MAP). One major change in this report is a result of the change of name of the Faculty of Fine Arts at the University of Regina. Beginning in the Fall Term of 2016, the new name for the Faculty became Faculty of Media, Art, and Performance, or Faculty of MAP. In this report, when discussing the University of Regina programs, *fine arts* is used as synonymous with *MAP*, that is, courses and programs in fine arts or Media, Art, and Performance that are offered by the University of Regina and its three federated colleges. When referring specifically to what was the Faculty of Fine Arts, this report uses the term Faculty of Media, Art, and Performance or Faculty of MAP. For further details on the change of name, see the descriptive box on p. 7.

Acknowledgements

The first thank you is to the Saskatchewan Arts Alliance (SAA) and its staff, for their continued interest in and support for this project. For this update, the institutional research units of each University have been very helpful in providing information to update and extend information shown in data tables. Thank you to Brent Burlingham, Programmer Analyst, Reporting and Data Systems, Enterprise Architecture and Integration, Information and Communications Technology, University of Saskatchewan and Keith Fortowsky, Director, Institutional Research and Data Governance Officer, Office of Resource Planning, University of Regina for their cooperation in providing most of the data contained in the tables of this report. Special thanks to Barbara Gillis and David Parkinson of the College of Arts and Science and the President's Office at the University of Saskatchewan for information about budgets and programs; and to Barbara Langhorst for information about fine arts programs and courses at St. Peter's College. At the University of Regina, thanks for information, comments, and advice to Marcel DeCoste of the Department of English; Wes Pearce of the Faculty of Media, Art, and Performance; and Valerie Triggs and support staff of the Faculty of Education. And at the First Nations University of Canada, thank you to Lionel Peyachew for providing an update on FNUniv fine arts programs and resources. Thanks also to the staff in Archives and Special Collections, in the Human Resources Department, and in the Registrar's Office at the University of Regina for providing needed information. And special thanks to Ian McWilliams of the Saskatchewan Arts Alliance for providing comments and suggestions on a draft of this report.

The aim of this report is to document changes in fine arts and arts education resources in the province's universities and I have generally avoided making judgments or claims concerning adequacy of these resources. Hopefully, the data and analysis in this report will be useful for individuals and groups who work in the fine arts and arts education units of the universities and for the province's fine arts community.

Address any questions, suggestions, or concerns to me at paul.gingrich@uregina.ca and I will attempt to respond.

Paul Gingrich
February 2018

Section B. Summary

Over the last several years, Saskatchewan universities experienced greater strains and limits on their financial resources than they had for many years. These have undoubtedly been felt by the fine arts and arts education programs. At the same time, the data presented in this report show that these programs continue to be offered by faculty members and support staff in the universities' departments, colleges, federated colleges, and affiliated colleges; and students continue to be registered in and graduate from these programs, although not always at levels that indicate growth in the programs.

A quick summary of the report is provided in the next paragraph followed by a listing of the parts of this report with new data or information. A short summary of the findings concludes each section and a short conclusion completes the report.

The number of degrees awarded in fine arts and arts education at the two universities has not changed dramatically over the last ten years, although there were recent declines in the number of Media, Art, and Performance degrees at the University of Regina. Undergraduate enrolment in fine arts disciplines, after a long period of relative stability, declined at the University of Regina and its federated colleges but, in the last two years, enrolments have partially recovered; Arts Education has been able to maintain greater stability in student enrolment. At the University of Saskatchewan, undergraduate enrolment in fine arts and arts education has been relatively steady over many years, with small declines over the last two years. Graduate enrolment in fine arts disciplines has increased and kept pace with the growth in overall graduate enrolment at each university. Resources for the fine arts, in terms of the number of faculty members and budgets, have generally been maintained at the University of Saskatchewan but the number of University of Regina faculty members in fine arts has declined in recent years. As the two universities have expanded, the share of resources devoted to the fine arts has fallen. Thus the picture is mixed – declines in some areas of the fine arts at the University of Regina, with relative stability in arts education at the two universities and in the fine arts at the University of Saskatchewan. One conclusion that was drawn in FAAER remains a conclusion here – resources for fine arts units have not grown in step with expansion of the universities.

Among the new, revised, or expanded parts of this report are the following.

- **MAP.** Probably the most notable new feature of this update is the 2016 change in the name of the Faculty of Fine Arts at the University of Regina to the Faculty of Media, Art, and Performance, or the Faculty of MAP. See the descriptive box on p. 7 of this report for more details.
- **Degrees.** Additional information about types and disciplines or areas of study associated with degrees in fine arts, including graduate degrees, are provided for each university.

For the University of Regina, this report provides more information on college and major area of undergraduate degrees.

- **Student registration.** Section D1 contains greater detail concerning University of Regina registration by department or area of study and new information on first term and continuing student registration in MAP.
- **Credit hours taught.** New data concerning credit hours taught at the graduate level at the University of Regina are provided in Section D2.
- **Personnel.** Updated information on the number of faculty members in fine arts at the University of Saskatchewan, the University of Regina, and First Nations University of Canada are contained in Section E. New data are also provided concerning the number of sessional faculty members and support staff.
- **Financial Resources.** This report contains recent information on budgets for the Faculty of Media, Art, and Performance and other units at the University of Regina and updated data for fine arts departments at the University of Saskatchewan – see Section F.
- **First Nations University of Canada (FNUniv).** Additional information about fine arts at FNUniv is part of each of Sections C through F. See also the descriptive box on p. 16.
- **Arts Education.** Over the last two years, there have been revisions in the Arts Education program at the University of Regina and this report provides additional data on student registration by area of concentration. See the descriptive box on p. 13 and Table 12.
- **Writing.** Information about the Creative Writing Program at the University of Regina and the Writing programs of the University of Saskatchewan and St. Peter's College is provided in the descriptive box on p. 34 and in Sections D and E.
- **New programs.** Information is provided about two new programs at the University of Saskatchewan, wîcêhtowin – Aboriginal Theatre Program and the Certificate in Jazz. See the descriptive box on p. 17.
- **Affiliated colleges of the University of Saskatchewan.** Fine arts courses or programs are offered at two of the colleges affiliated with the University of Saskatchewan – St. Peter's College and Gabriel Dumont College. See the descriptive box on p. 48 and revised data concerning classes and enrolments in Table 25.

Section C. Degrees

This section provides information on the number of undergraduate and graduate degrees in fine arts granted at the Spring and Fall Convocations of the universities.

University of Regina

At the University of Regina, undergraduate degree programs in fine arts are currently termed Media, Art, and Performance (MAP) programs. Students majoring in fine arts disciplines at the University are registered through the Faculty of MAP or one of the three federated colleges: Campion College, First Nations University of Canada, or Luther College; degrees are granted by the University of Regina. Graduate programs in fine arts are offered through the Faculty of Graduate Studies and Research with graduate teaching and advising in fine arts being primarily the responsibility of faculty members in the Faculty of MAP. In this section, data for fine arts degrees from the University of Regina include those awarded through the federated colleges – some tables provide further detail concerning the federated colleges themselves. Data in the tables refer to the number of degrees granted to students graduating from the University of Regina at the annual Spring and Fall Convocations.



In 2016, the Faculty of Fine Arts changed its name to the Faculty of Media, Art, and Performance. The Faculty is commonly referred to as MAP and the logo above comes from the web site of the Faculty. The change in name was adopted by the Faculty of Fine Arts Council on October 21, 2015, by the University of Regina Executive Council at its meeting of November 25, 2015, and by the University of Regina Senate at its meeting of February 6, 2016. The rationale for the change is as follows.

Rationale: The Fine Arts Major attached to a Bachelor of Arts or Bachelor of Arts Honours program is being replaced by a new major that matches our new name and focus of studies. The Fine Arts minors are being changed for the same reason. No changes are being made to the programs or the names of the degrees with this motion.

The change became effective in the Fall Term of 2016 (201630) although fine arts graduates received their degrees from the newly renamed Faculty of Media, Art, and Performance at the University's Spring 2016 Convocation. Changes to the University Calendar were introduced in the 2016-2017 Undergraduate Calendar. While the change of name was not associated with program changes, each year there are ongoing changes in courses, programs, student enrolments, faculty members, and resources. (University of Regina, 2015a, 2016a, 2016b, 2018a).

Undergraduate degrees. From Table 1a, the number of undergraduate Media, Art, and Performance degrees at the University of Regina was similar for each year from 2001 to 2014, averaging seventy-three per year. But in 2015 and 2016 the number fell; by 2017 there were only forty-six MAP bachelor's degrees. With a continued increase in the total number of undergraduate University of Regina degrees, the percentage of undergraduate MAP degrees fell to 1.9 per cent by 2017, only one-half of the 2001-2014 level. It seems likely that this recent decline results from reduced enrolment in MAP through 2015. With increases in enrolment in each of the last two years, there may be increased numbers of fine arts undergraduate degrees in future (see Table 8a for recent enrolment trends).

Table 1a. Annual number of undergraduate degrees, Media, Art, and Performance and University of Regina (including federated colleges), 2001-2017

Year	MAP	University of Regina total	MAP percentage of UR total
2001-2005 average	72.0	1,797.2	4.0
2006-2010 average	70.8	1,932.8	3.7
2011	69	1,869	3.7
2012	80	2,023	4.0
2013	81	2,025	4.0
2014	76	2,037	3.7
2015	58	2,310	2.5
2016	54	2,419	2.2
2017	46	2,366	1.9
Annual average	69	1,982	3.5

While not reported in Table 1a, the number of bachelor's degrees in the program in Creative Writing offered by the Department of English appears to have increased in recent years. Over the last three years, 2015 through 2017, there were five BAs and seven Honours BAs in Creative Writing granted by the Faculty of Arts at the University of Regina (University of Regina, 2001-2017).

Graduate degrees. Graduate degrees in MAP are primarily Master of Fine Arts (MFA), Master of Arts (MA) interdisciplinary degrees, and Master of Music. The graduate program in Creative Writing is in the Department of English in the Faculty of Arts and leads to a Master of Arts degree.

From Table 1b, the number of fine arts graduate degrees kept pace with the growth of University of Regina graduate degrees; the annual total for the University more than doubled since 2001. While the number of fine arts graduate degrees fluctuates from year to year, over the last two years the number of MAP graduate degrees was double that of the 2001-2005 average. The twelve Master's degrees from MAP awarded in 2017 were the most since thirteen in 2007. The graduate Creative Writing program began with its first Master's degree in 2010 – since then there has been an average of approximately one Master's degree each year from this program.

Table 1b. Annual number of graduate degrees, MAP, Creative Writing, and University of Regina, 2001-2017

Year	MAP	Creative Writing	Fine arts total	University total	Fine arts percentage of total
2001-2005 average	5.0		5.0	188	2.7
2006-2010 average	6.8	0.2	7.0	315	2.2
2011	8	0	8	363	2.2
2012	7	0	7	361	1.9
2013	9	2	11	432	2.5
2014	8	0	8	467	1.7
2015	4	1	5	480	1.0
2016	5	0	5	458	1.1
2017	12	3	15	502	3.0
Annual average	6.6	0.9	7.0	328	2.1

In terms of types of MAP graduate degrees, since 2011 there were fifty-three graduate degrees – thirty-nine MFAs, eleven MAs, two Master of Music degrees, and one Ph.D in Musicology. Of the MFAs, twenty-one were in Visual Arts, eight in Interdisciplinary Studies, seven in Media Production, and three in Theatre. Of the MAs, from 2011 through 2017, eight were in Interdisciplinary Studies, two in Media Studies, and one in Musicology.

Bachelor’s degree – type and source. The greatest numbers of MAP undergraduate degrees have been Bachelor of Fine Arts (BFA), accounting for fifty-eight per cent over the seventeen years, or Bachelor of Arts (BA), accounting for twenty-four per cent (from last row of Table 2a). The Bachelor of Music (BMUS) and Bachelor of Music Education (BMUSED) have accounted for an average of eight per cent per year. Note that the latter are MAP degrees, distinct from those in Arts Education (Table 4). In most years there were a few BA Honours but these averaged only two per year over the seventeen year period.

Table 2a. Type of MAP bachelor’s degree, University of Regina, 2001-2017

Year	Degree					MAP Total
	BA	BA Honours	BFA	BMUS	BMUSED	
2001-2005	13.2	2.6	44.4	4.6	7.2	72.0
2006-2010	15.4	1.8	42.0	6.0	5.4	70.8
2011	13	4	43	5	4	69
2012	28	2	37	10	3	80
2013	17	4	46	5	9	81
2014	27	2	37	7	3	76
2015	17	2	31	5	3	58
2016	16	0	28	4	6	54
2017	15	2	24	4	1	46
Annual average	16.3	2.2	39.9	5.5	5.4	69.3
Percentage of total	23.5	3.2	57.6	7.9	7.8	100.0

The trend in the number of Bachelor of Fine Arts degrees generally paralleled that of the total number of undergraduate degrees – ups and downs through 2014 and then a decline over the latest three years. The number of other bachelor’s degrees from MAP – BA and BA Honours, BMUS, and BMUSED fluctuated from year to year with no apparent trend up or down. The decline in the number of MAP undergraduate degrees was thus primarily a decline in the number of BFA degrees, with the 2017 total just a little over one-half the 2001 to 2005 average.

Information about the federated colleges and the Faculty of MAP is provided in Table 2b, a new table for this report so data from all years since 2001 are reported. Between sixty and eighty-five

per cent of undergraduate degrees were accounted for by the Faculty of MAP. Champion College and Luther College each averaged approximately eight to ten fine arts degrees annually with First Nations University of Canada averaging two. Over the last three years the percentage of fine arts undergraduate degrees from the Faculty of MAP declined although it remained close to the long term average (right column).

Table 2b. Annual number of MAP undergraduate degrees by federated college and Faculty of MAP, University of Regina, 2001-2017

Year	Federated college or faculty				Fine arts total	Faculty of MAP as % of fine arts total
	Campion	FNUniv	Luther	Faculty of MAP		
2001	9	3	12	44	68	64.7
2002	11	3	10	45	69	65.2
2003	8	4	9	45	66	68.2
2004	13	6	19	49	87	56.3
2005	11	0	9	50	70	71.4
2006	9	2	8	49	68	72.1
2007	14	0	11	47	72	65.3
2008	8	5	7	54	74	73.0
2009	6	0	20	44	70	62.9
2010	5	0	8	57	70	81.4
2011	6	0	5	58	69	84.1
2012	9	1	11	59	80	73.8
2013	13	0	8	60	81	74.1
2014	4	3	6	63	76	82.9
2015	3	0	10	45	58	77.6
2016	8	1	5	40	54	74.1
2017	7	2	5	32	46	69.6
Annual average	8.5	1.8	9.6	49.5	69.3	71.4
Percentage of total	12.2	2.5	13.8	71.4	100.0	

Major. Table 3 updates data on the major associated with the undergraduate degrees; note that these could originate from programs in either the federated colleges or the Faculty of MAP.

Table 3. Major of MAP bachelor's degrees, University of Regina (including federated colleges), 2001-2017

Degree	Major	Annual number of degrees in					Annual average
		2001-2005	2006-2010	2011-2015	2016	2017	
BFA	Film & Video	18.2	19.8	20.6	16	13	18.9
	Indigenous Art	1.0	0.2	0.0	0	0	0.4
	Theatre	8.2	9.6	5.4	2	1	7.0
	Visual Arts	17.0	12.4	12.6	10	10	13.5
	Total	44.4	42.0	38.6	28	24	39.8
BA	AH/Culture	1.2	2.4	1.4	1	0	1.5
	Film & Video	2.4	2.2	0.4	0	2	1.6
	Fine Arts	0.2	0.0	3.4	0	2	1.2
	Indigenous Art	1.6	0.8	0.8	1	1	1.1
	Music	1.0	1.0	1.4	1	3	1.2
	Theatre	2.0	2.4	3.4	4	4	2.8
	Visual Arts	4.6	6.6	9.8	9	3	6.9
	Total	13.0	15.4	20.6	16	15	16.2
BA Honours	Art History	0.6	0.2	0.6	0	0	0.4
	Film & Video	0.2	1.0	0.4	0	0	0.5
	Fine Arts	0.0	0.0	1.2	0	0	0.4
	Music	0.8	0.6	0.2	0	0	0.5
	Theatre	1.0	0.2	0.2	0	0	0.4
	Visual Arts	0.0	0.0	0.2	0	2	0.2
	Total	2.6	2.0	2.8	0	2	2.3
Bachelor of Music		4.6	6.0	6.4	4	4	5.5
Bachelor of Music Education		7.2	5.4	4.4	6	1	5.4
Total		71.8	70.8	72.8	54	46	69.2

Given that the BFA is the most common fine arts degree and it is these numbers that have declined in the last three years (Table 2a), a similar decline for each major within the BFA is apparent. In the case of Theatre, admissions to the BFA in Theatre (acting and stage management streams) were suspended as of January 2013 (University of Regina, 2013a, p. 215) – the numbers for 2016 and 2017 represent students who entered the program before this and have recently completed the degree. At that time, the Department noted that it was consolidating its degrees into a “single, more flexible degree offering additional options to students while refocusing the program to make the best use of available resources” (SAA, 2012). The four BAs in Theatre in each of the last two years demonstrate that this change has been effective.

Both of the two most common majors (Film and Video and Visual Arts) show reduced numbers for 2016 and 2017. Music and Music Education also had fewer graduates for the last two years. Given these changes though, the numbers in each major were not large, with considerable year-to-year fluctuations, so no major trends are apparent.

Arts Education

Arts Education – Faculty of Education, University of Regina

There have been recent changes in the structure of the Arts Education program. As currently structured, the program is as follows.

The 4-year undergraduate program in Arts Education leads to a Bachelor of Education (BEd) degree and full teacher certification. The Faculty also offers a Bachelor of Education After Degree (BEAD) program and a Bachelor of Dance (BDan) program.

The Arts Education Program is designed to prepare teachers of Arts Education for K-12 schools and alternate educational settings. Students ... take a core of interdisciplinary Arts Education courses as well as courses in all five arts education areas: Dance, Drama, Literature, Music and Visual Arts. In addition, students will select an arts area of concentration as part of their program. A variety of practica experiences are included in the program.

An After Degree (BEAD) Program ... is also available for students with a BA, BFA or another approved degree in one of the arts areas of concentration chosen from Dance, Drama, Literature, Music, Visual Arts, as well as Creative Technologies for Education, or Indigenous Visual Education. (Faculty of Education, 2018a).

After two years of common courses, BEd students choose a concentration in one of the following areas: Dance, Drama, Literature, Music, or Visual Education. The program is unique in offering an Arts Education degree program spanning all five areas. The Faculties of Education and MAP jointly offer a five-year Bachelor of Music Education (BMUSED)/Bachelor of Music (BMUS) program. The program prepares students to teach secondary choral and instrumental music. (Information from University of Regina, 2017a, pp. 160-161, 171-173, Triggs, 2017).

Table 4 provides data on the number of degrees granted for each of the five areas of Arts Education, as well as comparing these with the Faculty of Education as a whole. The table is condensed since the yearly data for 2001 through 2015 do not differ from those shown in Table 4 in FAEER; only five-year annual averages for earlier years are shown here. For 2016, data on area of concentration are provided. But as a result of program changes, concentration areas of Arts Education degrees in 2017 are not listed in the University of Regina Convocation programs. As a result, the nineteen degrees in the areas of Drama through Visual Arts are grouped together. Finally, except for Dance and BMUSED, annual averages shown in the last row of Table 4 are averages for 2001 to 2016 only.

Table 4. Annual number of arts education degrees and total undergraduate degrees, Faculty of Education, University of Regina, 2001-2017

Year	Area of arts education degree						Total	Educ total	Arts Educ % of total
	Dance	Drama	Literature	Music	Visual Arts	BMUSED			
2001-2005 average	1.0	5.2	3.0	1.2	8.4	0.4	19.2	298.4	6.4
2006-2010 average	0.0	5.0	3.0	1.4	12.6	0.4	22.4	291.6	7.7
2011-2015 average	1.2	5.0	2.2	3.4	10.6	2.0	24.4	310.6	7.9
2016	2	3	3	2	13	3	26	308	8.4
2017	2	19				0	21	320	6.6
Annual Average	0.9	4.9	2.8	2.0	10.7	1.0	22.2	301.8	7.3

From Table 4, it is apparent that there have been few changes in the pattern of Arts Education degrees. The total number of degrees annually has hovered between twenty and twenty-five, accounting for seven to nine per cent of all Faculty of Education degrees. For 2017 the number was at the lower end of this range but close to the long term average.

In terms of areas of concentration through 2016, again the numbers were relatively stable. The annual number of degrees in the Visual Arts area was the greatest, approximately ten; Drama accounted for five, followed by smaller numbers in Literature, Music, and Dance. There appears to have been little trend over time in changes in the relative size of programs. The yearly number of degrees from each area was not large and annual fluctuations dominated over trends.

First Nations University of Canada (FNUniv)

Enrolment in the Indigenous Fine Arts program at First Nations University of Canada is relatively small but with a steady stream of graduates. Table 5 reports the number of undergraduate degrees in fine arts granted to FNUniv students since 2001. Annual data on the number of FNUniv graduates in fine arts were reported in Table 5 of FAAER – here the numbers are presented as annual averages over three five-year periods and for 2016 and 2017. In terms of overall student size, it should be noted that undergraduate enrolment at FNUniv amounts to approximately seven per cent of that at the University of Regina. In Fall 2017, there were 983 undergraduate students registered at FNUniv, with 13,375 registered at the University of Regina (ORP, 2017e).

Table 5. Annual number of undergraduate degrees in fine arts, First Nations University of Canada (FNUniv), 2001-2017

Year	Undergraduate degrees in fine arts			FNUniv total degrees	Fine arts as % of FNUniv total
	Bachelor of Fine Arts	Bachelor of Arts	Total		
2001-2005 average	1.4	1.8	3.2	165.0	1.9
2006-2010 average	0.8	0.6	1.4	141.8	1.0
2011-2015 average	0.0	0.6	0.6	113.0	0.5
2016	0	1	1	163	0.6
2017	0	2	2	141	1.4
Annual average	0.6	1.1	1.7	141.4	1.2

Over the seventeen years shown in Table 5, there was an average of 1.7 fine arts degrees annually; this amounted to 1.2 per cent of all FNUniv degrees over these years. In earlier years these degrees were approximately equally split between BFA and BA degrees. Since 2009 all the fine arts degrees were BAs. The years 2008 through 2014 were especially difficult financially for FNUniv and the total number of degrees granted over these seven years averaged only one hundred and seventeen per year, as opposed to an average of one hundred and sixty-four per year over the previous seven years. Since 2014, enrolment at FNUniv has begun to recover and the number of graduates has increased. In fine arts, the number of graduates in 2016 and 2017 was roughly equal to the seventeen year average.

First Nations University of Canada (FNUniv)

First Nations University of Canada is a “unique Canadian institution that specializes in Indigenous knowledge, providing post-secondary education for Indigenous and non-Indigenous students alike within a culturally supportive environment.” FNUniv “is a First Nations’ controlled university-college” that began in 1976 as the Saskatchewan Indian Federated College (SIFC). In 2003 the name of the College was changed to the First Nations University of Canada. FNUniv is a member of the Universities Canada (2018 – formerly AUCC) and is a federated college of the University of Regina.

The Indigenous Fine Arts Program is an undergraduate program in fine arts at FNUniv. Courses in Indigenous Art and Indigenous Art History are provided through the Department of Indigenous Languages, Arts and Cultures (DILAC). The four-year program leads to a Bachelor of Arts (Indigenous Art), Bachelor of Fine Arts (Indigenous Art), or Bachelor of Arts (Indigenous Art History). In 2016 the University of Regina Senate approved a motion to change the name of the *Indian Fine Arts* program unit, all associated program major and minor names, and the certificate program name, at First Nations University of Canada to *Indigenous Fine Arts*, effective in the 2017 Winter Term.

The Indigenous Fine Arts Program draws upon the artistic heritage of thousands of years of First Nations and Inuit History with a focus on Indigenous contemporary and traditional art. The program is based around a strong Indigenous cultural component. Faculty members have expertise in traditional First Nations art as well as contemporary aesthetics. The department houses teaching studios and students have the opportunity to express their cultural heritage. (University of Regina, 2016c; Peyachew, 2017; FNUniv, 2018a, 2018b;).

University of Saskatchewan

At the University of Saskatchewan degree programs in fine arts are offered through three departments of the College of Arts and Science – Art and Art History, Drama, and Music. The degree programs are in Art History, Studio Art, Drama, and Music and are three-year, four-year, or Honours, with graduating students receiving a Bachelor of Arts or Bachelor of Fine Arts degree. The College of Education offers programs in arts education that lead to a Bachelor of Education Degree with specialty in Art, Drama, or Music Education. The latter program is offered in conjunction with the Department of Music in the College of Arts and Science. Graduate programs in fine arts leading to a Master of Fine Arts, Master of Arts, or Master of Music degree are offered in the areas of Art History, Studio Art, Drama, Music, and Writing. The Writing program was established in 2011 and is now centred in the Department of English (see p. 34). A listing of the University of Saskatchewan degrees in fine arts is contained in the notes to Tables 6 and 7 in the Appendix. Data on degrees granted through the various programs are shown in Tables 6a, 6b, and 7. Tables 6a and 7 have been condensed, given no change in the numbers from FAEER Tables 6 and 7. Table 6b provides new annual data on the number of graduate degrees by discipline.

New programs in fine arts – Certificate in Aboriginal Theatre and Certificate in Jazz

Two new undergraduate certificate programs in fine arts were established in recent years at the University of Saskatchewan. Enrolment is small but each program has had a few graduates.

wîcêhtowin – Aboriginal Theatre Program is a two year certificate program in theatre performance that provides training to prepare for a career in theatre, television, or film. The program is centred in the Department of Drama and can be entered directly from secondary school and taken on its own or concurrently with a degree program. The program culminates in a world premiere of a new theatrical work, created, designed and performed by program participants (Department of Drama, 2018). Enrolment in the program has been two or three students in each of the academic years since Fall 2015, when the program was established. One student graduated with a certificate in 2017 (included in Drama in Tables 6a and 7) (ICT, 2017a, 2017b).

The **Certificate in Jazz** program is a two year course of study open to all students at the University of Saskatchewan. The primary focus is on jazz music studies, with an option to pursue additional study in jazz or to include creative work from cognate disciplines (University of Saskatchewan, 2018c). Enrolment figures are not available but one certificate was granted in 2016 and two in 2017 (included in Music totals in Table 6a and 7). (ICT, 2017a).

Since 2006, fine arts degrees from the College of Arts and Science accounted for sixty per cent of all the fine arts and arts education degrees, with those from the College of Education accounting for forty per cent (Table 6a). The number of undergraduate degrees in fine arts from the College of Arts and Science increased in the last two years and was well above the twelve-year average, after a decline over the years 2012 to 2015. The number of arts education degrees declined through 2011 but has since recovered some of this decline; the 2017 total of twenty was less than one-half the twelve year average, but this may just represent one unusual year. Relative to the total number of University of Saskatchewan undergraduate degrees, the number of fine arts and arts education degrees declined from approximately four per cent in 2006 to 2008 to three per cent over the last seven years.

Table 6a. Annual number of undergraduate degrees, fine arts, arts education, and University of Saskatchewan, 2006-2017

Year	Undergraduate fine arts and arts education degrees			U of S total	Fine arts and arts education percentage of total
	Arts and Science	Education	Total		
2006-2010 average	61.0	49.6	110.6	3,099	3.6
2011	68	27	95	3,043	3.1
2012	47	36	83	3,233	2.6
2013	58	33	91	3,226	2.8
2014	54	42	96	3,182	3.0
2015	53	41	94	3,196	2.9
2016	80	46	126	3,195	3.9
2017	70	20	90	3,242	2.8
Annual average	61.2	41.1	102.3	3,151	3.2

The number of graduate degrees for each fine arts specialty is shown in Table 6b, providing a more complete picture of graduate fine arts than in FAAER, Table 6. As the total number of University graduate degrees has grown, fine arts numbers have also grown, with considerable annual fluctuation. The percentage of fine arts degrees in the 2016 and 2017 total was more or less the same as the twelve-year average of one per cent. There was, however, a large change in specialty. The Masters of Fine Arts in Writing program produced its first graduates in 2013, and there has been a steady stream of approximately six graduates each year since. The number of Masters in Art (total of Art History and Studio Art) was relatively stable over the years, averaging 4.7 graduates annually. Music did not account for any graduate degrees since 2013 and Drama since 2006. It has been the growth in the Writing program that has maintained the relative numbers of fine arts graduates. As David Parkinson, Interim Director of the program, states, “It is worth noting that the regular successful completion of the MFA annually by cohorts at or near seven students places this program at the forefront of Fine Arts programs (and indeed graduate Arts programs) at the University of Saskatchewan in terms of student success. This success is being achieved with strikingly limited resources.” (Parkinson, 2017).

Table 6b. Annual number of graduate degrees, fine arts and University of Saskatchewan, 2006-2017

Year	Art	Drama	Music	Writing	Fine arts total	U of S total	Fine arts as a percentage of U of S total
2006	7	1	0		8	524	1.5
2007	4	0	1		5	550	0.7
2008	4	0	0		4	587	0.7
2009	3	0	2		5	655	0.8
2010	6	0	1		7	718	1.0
2011	6	0	4		10	773	1.3
2012	4	0	1		5	864	0.6
2013	4	0	2	4	10	926	1.1
2014	5	0	0	6	11	892	1.2
2015	6	0	0	7	13	906	1.4
2016	3	0	0	7	10	936	1.1
2017	4	0	0	5	9	957	0.9
Annual average	4.7	0.1	0.9	5.8	8.1	774	1.0

Table 7 summarizes information on the majors associated with undergraduate degrees. In the College of Arts and Science the undergraduate program in Art (comprising Art History and Studio Art) has been by far the largest of the fine arts programs, accounting for sixty per cent of the total number of fine arts degrees in the College from 2006 to 2017. Drama has been the second largest with just over one-fifth of total degrees, with Music accounting for sixteen per cent. In the College of Education, Music has been the largest program, with over one-half of arts education degrees, followed by Art at one-third, and Drama at less than ten per cent.

Table 7. Number of undergraduate degrees in fine arts and arts education by major, University of Saskatchewan, 2006-2017

Year	College of Arts and Science				College of Education			
	Art	Drama	Music	Total	Art	Drama	Music	Total
2006-2010 average	40.8	12.4	7.8	61.0	14.4	3.8	31.4	49.6
2011	41	19	8	68	8	2	17	27
2012	36	7	4	47	17	4	15	36
2013	33	17	8	58	12	5	16	33
2014	38	11	5	54	19	1	22	42
2015	30	12	11	53	18	10	13	41
2016	42	14	24	80	20	3	23	46
2017	28	25	17	70	10	3	7	20
Annual average	37.7	13.9	9.7	61.3	14.7	3.9	22.5	41.1

While numbers in the various disciplines and the totals fluctuate from year to year, there appears to have been little trend either up or down in the number of fine arts or arts education degrees by major over the twelve years. The 2017 numbers for Art were down and Drama were up, but a one year change does not indicate a trend. One exception to the lack of trend is Music in the Faculty of Education, where there was a large decline from 2006 through 2013, with numbers levelling off over the last five years. The large decline in the number of Music degrees in the Faculty of Education in 2017 may again be only a one year aberration. Also note that the decline of Music in the Faculty of Education was balanced by a growth in Music in Arts and Science. The total number of Music degrees in the two Colleges together was twenty-four in 2017, below the long term average but no less than in 2013 and 2015.

Summary of degrees in fine arts and arts education

The annual number of undergraduate degrees in fine arts and arts education at the University of Saskatchewan has been relatively stable over the last ten years. In contrast, at the University of Regina the number of undergraduate fine arts (now MAP) degrees declined over the last three years. At the First Nations University of Canada, the number of fine arts bachelor's degrees fell over the last decade but has since then recovered some of this loss.

At the University of Regina undergraduate fine arts degrees accounted for approximately four per cent of degrees for most of the years since 2000; in the last three years though, the University of Regina percentage has been closer to two per cent, about one-half of its earlier level. Visual Arts and Film were the two main undergraduate majors in terms of degrees. Arts Education at the University of Regina accounted for approximately twenty degrees each year, nine per cent of Faculty of Education degrees. At the University of Saskatchewan, the percentage of undergraduate degrees accounted for by fine arts and arts education has been a little over three per cent for the last decade. Art and Art History accounted for the largest number of undergraduate degrees. The number of degrees in arts education has been declining in recent years, especially for the area of Music – a decline that may be compensated for by a growth in the number of bachelor's degrees from the Department of Music.

At the graduate level, the number of fine arts degrees at each university has increased with the result that fine arts has accounted for a roughly constant percentage of all graduate university degrees for many years. The relative percentages are around two per cent for the University of Regina and one per cent for the University of Saskatchewan. At the latter, it has been the success of the MFA in Writing that has maintained the number of graduate degrees. At the University of Regina, it has been the MFA in Visual Arts and the MA in Interdisciplinary Studies that have maintained the numbers. The number of fine arts graduate degrees shows much annual variation but has averaged seven to ten per year at each university.

Section D. Student Enrolment

This section on the enrolment numbers for fine arts and arts education students is divided into two parts. Section D1 gives student registration data representing the number of students registered as majors. Section D2 contains alternative measures of enrolment – the number of credit hours taught (University of Regina) and number of three credit unit equivalents or 3 CUEs (University of Saskatchewan). Data on credit hours or units represent the number of credit hours associated with teaching in each unit, to majors and non-majors who take classes in the unit. This contrasts with the data in Section D1 that represents the number of students registered in each major.

This student enrolment section is very long since it contains new tables for the University of Regina – these are intended to provide a more complete picture of student enrolment patterns. Tables 8-10 of FAAER are reorganized into a, b, or c parts for this report. The additional data in these tables provide new information on first term MAP students (Tables 8b and 9b) and both undergraduate and graduate student registration by major or area of study (Tables 8c and 10b).

Section D1. Student Registration

University of Regina

Summary data on student enrolment in Media, Art, and Performance at the University of Regina are provided in Tables 8 through 10. Since data reported on student registration prior to 2006 have not changed from FAAER, the tables in this report include only the years since 2006 (undergraduate) or 2007 (graduate). These data represent the number of students registered at the University, including the federated colleges, in the Fall Term of each year, when the student headcount is reported to Universities Canada (ORP, 2018c).

Undergraduate Media, Art, and Performance registration

From 2006 through 2011, undergraduate student registration in Media, Art, and Performance was relatively stable (Table 8a). Over these years, an average of four hundred and forty full-time equivalent students per year (FTEs) were registered in fine arts disciplines, accounting for approximately five per cent of University of Regina FTE undergraduate registration. As noted in FAAER, beginning in 2012 and continuing through 2015, undergraduate student registration in the fine arts declined and from 2013 through 2015 it was only seventy per cent of the 2006-2011 annual average. This reduced undergraduate fine arts registration at the University of Regina to under three per cent of the total at the University, well below the earlier five per cent portion of undergraduate students.

As can be seen in the 2016 and 2017 rows of Table 8a, the decline in MAP student registration ended in 2016 with registration on the upswing in the last two years. While not returning to the earlier level, and still below the twelve year average, in the 2017 Fall Term there were three hundred and eighty-two FTE students registered in MAP, below the four hundred and forty from 2006 to 2011 but up twenty per cent from the 2015 low point. This change has resulted in registration accounted for by MAP increasing to 3.3 per cent of the University total in 2017; this is still about one and one-half percentage point below that of ten years earlier.

Table 8a. Undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2006-2017

Year	MAP			University of Regina			MAP FTEs as a per cent of U of R FTEs
	Full-time	Total	FTEs	Full-time	Total	FTEs	
2006	431	475	444	8,813	10,941	9,421	4.7
2007	432	482	446	8,350	10,514	8,968	5.0
2008	420	464	433	8,121	10,207	8,717	5.0
2009	437	498	454	8,209	10,419	8,840	5.1
2010	415	495	438	8,395	10,735	9,064	4.8
2011	425	482	441	9,154	11,301	9,767	4.5
2012	383	444	400	9,361	11,526	9,980	4.0
2013	301	371	320	9,904	11,950	10,489	3.1
2014	306	352	319	10,090	12,242	10,705	3.0
2015	299	352	314	10,478	12,612	11,088	2.8
2016	324	375	339	10,727	12,961	11,365	3.0
2017	361	433	382	11,030	13,375	11,700	3.3
Annual average	378	435	394	9,386	11,565	10,009	3.9

FTE represents the number of Full Time Equivalent students.

An indicator of possible future student registration is given in Table 8b – the number of students registered in their first term at the University. While first term registrants may switch to other programs or drop out in future semesters, large declines or increases in first term registration may provide some guidance as to future overall registration. This can be seen in 2012 and 2013, when first term registration in MAP fell from one hundred and eight in 2011 to a low of seventy-one in 2013. By 2015, total student registration in MAP had declined to its low point.

Table 8b. First term and continuing undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2011-2017

Year	MAP registration			University of Regina			1 st term MAP as per cent of 1 st term UR
	First term	Continuing	Total	First term	Continuing	Total	
2011	108	374	482	2,809	8,492	11,301	3.8
2012	103	341	444	2,613	8,913	11,526	3.9
2013	71	300	371	2,793	9,157	11,950	2.5
2014	90	262	352	2,818	9,424	12,242	3.2
2015	102	250	352	2,978	9,634	12,612	3.4
2016	109	266	375	3,020	9,941	12,961	3.6
2017	123	310	433	3,091	10,283	13,374	4.0
Annual average	101	300	401	2,875	9,406	12,281	3.5

Since 2013, the first term indicator has been positive, rising in each year; by 2017 there were one hundred and twenty-three first term MAP students. For 2017, the increase was enough so that 4.0 per cent of all first term students at the University were registered in MAP, the largest percentage since 2011. Based on this indicator, total MAP registration should continue to improve in coming years.

New data for this report on undergraduate student registration by area of study in Media, Art, and Performance are contained in Table 8c. The numbers in this table represent the major for registered students and illustrate the changing patterns of student majors at the University of Regina, including the three federated colleges. Given the variety of majors available in MAP, including double majors, and since some fine arts programs are not departmentalized, decisions concerning classification of majors needed to be made to construct this table. See the Appendix notes on Table 8c for further details.

Visual Arts and Film accounted for the greatest number of majors, each averaging over one hundred students annually since 2011. Music was next with an average of approximately sixty majors annually while Theatre was just under fifty. Indigenous Fine Arts (IFA) averaged five majors each year, with the number up in each of the last two years. The total number of majors in Fine Arts (to 2016), MAP (since 2016) and Creative Technologies (since 2014) averaged twenty per year over the seven year period.

Table 8c. Undergraduate student registration by major or area, MAP (including federated colleges), Fall Term, 2011-2017

Year	Department or area of study						Undeclared	Total
	MAP/CT	Film	IFA	Music	Theatre	Vis. Arts		
2011	12	154	0	79	60	152	25	482
2012	9	129	3	71	58	156	18	444
2013	10	110	6	56	36	119	34	371
2014	12	97	8	50	46	101	38	352
2015	12	94	5	50	40	102	49	352
2016	31	89	8	50	39	101	56	374
2017	53	86	8	60	47	112	67	433
Annual average	20	108	5	59	47	120	41	401

MAP/CT represents Fine Arts, MAP, and Creative Technologies; IFA represents Indigenous Art and Art History

The greatest growth area in the number of MAP majors was in Creative Technologies, with eighteen majors in 2016 and twenty-three in 2017. The Creative Technologies major is relatively new and this interdisciplinary program combines fine arts with technologies and new media (see FAAER, p. 33 for a short description). In addition to faculty members in MAP, some faculty members in the Department of Computer Science participate in the program. A Fine Arts Minor in Creative Technologies is available for students in MAP and the Department of Computer Science has a Minor in Creative Technologies as part of its undergraduate program (University of Regina, 2017a, pp. 204,258; Faculty of Media, Art, and Performance, 2018d). Since the low point of MAP student registration in 2014 and 2015, the combined total of MAP and Creative Technologies majors has accounted for one-half of the gains (about forty out of the increase of eighty majors).

With the exception of Creative Technologies and Indigenous Art, each of the other majors experienced declines over the seven years shown in Table 8c. The greatest decline in the number of majors was in Film, with the number of majors in 2017 reduced to almost one-half of the 2011 level. Visual Arts lost approximately forty majors over the period, while Music and Theatre each lost twenty to thirty. On the positive side, since 2015 all areas of study except for Film have had increased numbers of student majors.

The Faculty of MAP generally has two-thirds or more of all University of Regina fine arts registration with the federated colleges accounting for the other one-third (Table 9a). At the same time, each of the federated colleges has faculty and classes in fine arts and student registration has been steady, even if relatively small in terms of total numbers.

Table 9a. Full-Time Equivalent (FTE) undergraduate registration in fine arts, Faculty of MAP and federated colleges, University of Regina, Fall Term, 2006-2017

Year	Faculty of MAP	Campion College	FNUniv	Luther College	Total	MAP % of total
2006	299	59	17	69	444	67.3
2007	312	56	13	65	446	70.0
2008	299	57	8	69	433	69.1
2009	322	64	10	59	454	70.9
2010	317	61	6	53	438	72.4
2011	318	56	7	61	441	73.5
2012	294	39	9	58	400	70.9
2013	227	33	14	46	320	68.0
2014	217	39	16	47	319	69.7
2015	219	39	13	43	314	66.3
2016	225	47	18	49	339	68.1
2017	260	48	21	53	382	66.2
Annual average	276	50	13	56	394	70.0
Percentage	70.0	12.6	3.2	14.2	100.0	

Through 2011, undergraduate fine arts registration shifted from the federated colleges to the then Faculty of Fine Arts. From 2011 through 2015, undergraduate fine arts registration declined by one-third in the Faculty, more than in the federated colleges. Over the last two years, registration

in fine arts increased in all units, with the largest increases being in the federated colleges, and especially at FNUniv. By 2017 though, the pattern across units was much the same as in 2006 – two-thirds in the Faculty of MAP, twelve to fifteen per cent in each of Campion and Luther College, and five percent in FNUniv.

First term registration in MAP increased at all units in the University of Regina and its federated colleges over the last two years. As shown in Table 9b, first term registration has practically doubled for the Faculty of MAP since the low point of 2013, with FNUniv increasing since 2011-2012. For Campion and Luther College, large annual fluctuations make increases less apparent. Using first term registration as an indicator points in a positive direction of increasing registration for each of the units offering fine arts.

Table 9b. First term undergraduate registration in fine arts, federated colleges and Faculty of MAP, University of Regina, Fall Term, 2011-2017

Year	Federated college			Faculty of MAP	Fine arts total
	Campion	FNUniv	Luther		
2011	13	1	13	81	108
2012	12	2	15	74	103
2013	8	6	8	49	71
2014	15	3	11	61	90
2015	9	4	11	78	102
2016	20	7	16	66	109
2017	11	6	16	90	123
Annual average	13	4	13	71	101

Graduate Media, Art, and Performance registration

The number of graduate students registered at the University of Regina continued to increase through 2017 and fine arts graduate registration has more than kept pace with that increase (Table 10a). By 2017, the number of graduate students enrolled in fine arts disciplines increased to fifty, the largest number ever. And over two and one-half per cent of all University graduate students were registered in fine arts disciplines. While many graduate students are part-time students, in MAP the proportion of full-time graduate students was two-thirds, greater than the one-half for the University as a whole. For data on graduate enrolment in the Creative Writing program see Table 13.

Table 10a. Full-time and part-time graduate student registration, MAP and University of Regina, Fall Term, 2007-2017

Year	MAP graduate registration			University of Regina graduate registration			MAP as % of U of R
	Full-time	Part-time	Total	Full-time	Part-time	Total	
2007	17	11	28	698	785	1,483	1.9
2008	19	8	27	655	802	1,457	1.9
2009	20	12	32	681	786	1,467	2.2
2010	23	9	32	718	814	1,532	2.1
2011	19	10	29	763	813	1,576	1.8
2012	20	7	27	787	802	1,589	1.7
2013	23	9	32	832	804	1,636	2.0
2014	27	7	34	899	761	1,660	2.0
2015	23	12	35	827	921	1,748	2.0
2016	30	17	47	953	935	1,888	2.5
2017	36	14	50	968	934	1,902	2.6
Annual average	23.4	10.5	33.9	798	832	1,631	2.1

In FAAER information on discipline of study of graduate students was available for only 2007 to 2011. Table 10b provides new data on graduate student registration by program area since 2011 – see Appendix notes to this table for information concerning classification of student programs.

Table 10b. Graduate student registration by department or program area, MAP, Fall Term, 2011-2017

Year	Interdisciplinary	MPS	Music	Theatre	Visual Arts	Total
2007	6	3	12	0	7	28
2008	8	2	8	0	9	27
2009	12	3	5	2	10	32
2010	11	4	5	2	10	32
2011	6	4	1	4	14	29
2012	5	9	0	4	9	27
2013	7	13	0	1	11	32
2014	14	9	0	2	9	34
2015	12	10	2	2	9	35
2016	17	11	3	2	8	41
2017	17	12	4	0	8	41
Annual average	10.5	7.3	3.6	1.7	9.4	32.5

MPS represents Media Production or Media Studies in the Department of Film

Graduate student registration in Visual Arts has been the greatest among departments of MAP, averaging over nine per year. Media Production or Media Studies (MPS) accounted for the next largest number, just over seven per year; Music accounted for just under four per year and Theatre just under two per year. Interdisciplinary programs have accounted for a graduate registration of over ten per year, more than that for any single discipline. The greatest increase in graduate registration was in the programs in MPS, offered through the Department of Film, with registration over the last two years approximately four times the level of 2007 through 2011. Registration in the Interdisciplinary area also increased, especially in 2016 and 2017. Registration in Visual Arts was steady, with small fluctuations around the long term average. Music accounted for fewer graduate students, especially from 2011 through 2014; since then the

numbers were approximately equal to the average. Given the small numbers and yearly fluctuations in Theatre registration, no trend is apparent.

Arts Education

Enrolment in Arts Education is primarily in the Bachelor of Education (BEd) program; the Bachelor of Education After Degree (BEAD) program averages approximately thirteen per cent of the total (Table 11). There is little time trend in Arts Education enrolment, either up or down through 2013. Since then, the numbers in the BEd program declined each year, while BEAD registration remained steady. The percentage of Faculty of Education enrolment accounted for by Arts Education averaged over eight per cent since 2006; for 2016 and 2017, registration in arts education was one and one-half percentage points below the twelve year average of 8.4 per cent.

Table 11. Fall Term student registration, Arts Education and Faculty of Education, 2006-2017

Year	Arts Education			Faculty of Education	
	BEd	BEAD	Total	Total registration	Arts Education % of total
2006-2010 average	98.4	11.4	109.8	1,184.4	9.2
2011	96	20	116	1,354	8.6
2012	95	13	108	1,268	8.5
2013	95	14	109	1,301	8.3
2014	83	13	96	1,282	7.5
2015	80	17	97	1,261	7.7
2016	74	12	86	1,273	6.8
2017	66	11	77	1,159	6.6
Annual average	90.1	13.1	103.2	1,235	8.4

Arts education programs have been revised recently so students are currently registered in either the previous or current programs. For the 2017 Fall Term, sixty-three students were registered in the new BEd program and three in the earlier program; for the BEAD, ten were in the new program and one in the previous program. As student cohorts graduate, registration will soon be entirely in the new program.

Undergraduate Arts Education enrolment by area of concentration is detailed in Table 12 for the last four years – note that data for the 2017 Fall Term only are included. These data indicate the number of students enrolled in specific arts education classes, rather than annual student registration in the program. The relative size of the six areas in Arts Education is shown in the bottom row. Classes in Arts Educations (EAE) accounted for the largest number of students since all students registered in Art Education program take these classes. In terms of areas of concentration, Music Education (EMUS), Visual Arts Education (EVIS), and Drama Education (EDRA) had the greatest enrolment over the four years, followed by Dance Education (EDAN), and Literature Education (ELIT). Enrolments in all years were considerable for each area of concentration and, with data for only four years, one of them incomplete, it is difficult to indicate a trend either toward or away from any specific area.

Table 12. Arts Education undergraduate enrolments by area, 2014-2017

Year	Area of concentration						Total
	EAE	EDAN	EDRA	ELIT	EMUS	EVIS	
2014-2015	116	57	61	45	51	65	395
2015-2016	66	38	47	27	72	45	295
2016-2017	100	43	60	47	59	58	367
Fall 2017	41	14	48	0	27	20	150
2014-2017 Annual average	94	46	56	40	61	56	352

Creative Writing

The Department of English in the Faculty of Arts of the University of Regina offers courses in Creative Writing at both the undergraduate and graduate levels. Students can use these to obtain a BA or BA (Honours) in Creative Writing or an MA in Creative Writing see (p. 34).

Enrolments and numbers of classes offered since 2010-2011 are given in Table 13. These enrolment data represent the number of students taking specific classes rather than the number of students registered as majors in a program. Graduate classes, beginning in 2012, are joint undergraduate and graduate classes.

Table 13. Undergraduate and graduate enrolment in classes and number of classes, Creative Writing, Department of English, 2010-2018

Year	Undergraduate		Graduate	
	Enrolment	Number of Classes	Enrolment	Number of Classes
2010-2011	66	6		
2011-2012	80	6		
2012-2013	100	7	6	2
2013-2014	66	7	10	2
2014-2015	69	7	4	1
2015-2016	79	8	13	2
2016-2017	55	6	2	2
2017-2018	46	5	7	2
Annual average	70.1	6.5	7.0	1.8

For most years since 2010-2011, enrolment in Creative Writing classes was between sixty and eighty. In the last two years, undergraduate enrolment was approximately twenty below the eight year average, perhaps as a result of fewer classes being offered. Graduate enrolment in the current academic year, 2017-2018, is exactly at the average of seven students per year, although there is considerable fluctuation in numbers year by year.

First Nations University of Canada

Student registration in fine arts and total student registration at FNUUniv since 2006 are shown in Table 14. As noted earlier, undergraduate programs in Indigenous Fine Arts at FNUUniv are in Indigenous Art and Indigenous Art History; students can major in other fine arts disciplines by taking some of their classes in the Faculty of MAP or in the other federated colleges. The MAP figures were included in Table 9a for the University of Regina whereas the data in Table 14 refer to FNUUniv only.

Table 14. Undergraduate student registration in MAP and total, First Nations University of Canada, Fall Term, 2006-2017

Year	MAP undergraduate registration			FNUUniv undergraduate registration			Fine arts FTEs as a per cent of FNUUniv FTEs
	Full-time	Total	FTEs	Full-time	Total	FTEs	
2006	17	17	17	855	955	895	1.9
2007	13	14	13	692	848	737	1.8
2008	8	9	8	628	771	669	1.2
2009	10	10	10	606	752	648	1.5
2010	6	7	6	507	618	539	1.1
2011	6	9	7	499	569	519	1.3
2012	9	10	9	561	621	578	1.6
2013	14	15	14	675	747	696	2.0
2014	16	16	16	655	754	683	2.3
2015	12	14	13	742	827	766	1.7
2016	17	19	18	818	921	847	2.1
2017	20	22	21	862	983	897	2.3
Annual average	12.3	13.5	12.7	675	781	706	1.8

FTE represents the number of Full Time Equivalent students – see Appendix notes for Table 8.

Student registration at FNUUniv fell to a low point in 2011; since then it has increased regularly and by 2017 was at much the same level as in 2006. Fine arts (MAP) student registration followed a similar trend, declining to only one per cent of the FNUUniv total by 2010; since 2013 fine arts registration has averaged over two per cent of the total. In 2014 and 2017, the fine arts

programs accounted for 2.3 per cent of all FNUUniv student registration, the highest levels since 2001.

From Table 14, over the last two years there were approximately twenty students registered in FNUUniv who were majoring in fine arts disciplines. Of these, from Table 8c, there were eight students registered in Indigenous Fine Arts (IFA) in each of the last two years, an increase from none in 2011. From 2011 to 2017 the number of IFA majors averaged five per year. First year MAP registration at FNUUniv has also increased from one in 2011 to six or seven in the last two years (Table 9b) – a positive sign that may point toward a continued increase in FNUUniv student registration in fine arts classes.

Writing programs at Saskatchewan universities and colleges

Growth areas for fine arts at Saskatchewan universities in recent years have been Creative Writing (University of Regina) and Writing (University of Saskatchewan and St. Peter's College). While not offered through fine arts departments, these classes and programs constitute an addition to fine arts offerings at Saskatchewan universities and colleges.

Creative Writing. At the University of Regina, Creative Writing is offered in the Department of English, Faculty of Arts. Students majoring in English and seeking a B.A. or B.A. (Honours) may select a Concentration in Creative Writing; at the graduate level an M.A. in Creative Writing is available. The Department of English offers Creative Writing classes; some are offered through a federated college or the Department of Theatre. A committee in the Department of English, with representation from the federated colleges, assists in coordinating the program. (Department of English, University of Regina, 2018a, 2018b).

Writing MFA. The University of Saskatchewan MFA in Writing is a two-year program at the graduate level, leading to a Master of Fine Arts in Writing. The program began in 2011 with the first graduates in 2013. The Department of English has also begun offering an undergraduate class in creative writing (Department of English, University of Saskatchewan, 2018).

Writing Diploma. St. Peter's College, an affiliated college of the University of Saskatchewan, offers undergraduate courses in writing and a Writing Diploma program.

The writing program includes courses that can be used towards a degree, while broadening student experience with non-credit professional workshops and a practicum. All writing faculty are award-winning writers. The Writing Diploma is for those who are pursuing writing as a career; for students in Arts and Science, Education, Law, Social Work, and other professions; or for personal interest and development.

Among the requirements for the Diploma are courses in Introductory English, creative nonfiction, and writing prose and poetry along with intensive workshops and an individual practicum. Two workshops each year are scheduled as part of the summer St. Peter's Writing Getaways. (St. Peter's College, 2018d, 2018e; Langhorst, 2018).

University of Saskatchewan registration

Data concerning University of Saskatchewan registration or *headcounts* have changed in this report. In FAAER, Tables 15-17 reported data from headcounts for the combined fall and winter terms. These data are no longer available and in this report fine arts and arts education enrolment are provided from the Fall Term count. The University's ICT unit provided these on a consistent basis for the years from 2005 to 2017 and these are summarized in Tables 15 through 17. Since these numbers differ somewhat from those in FAAER, data for each year since 2005 are provided. It should be noted though that differences are small and trends are much the same.

Table 15. Fine arts and arts education undergraduate registration, College of Arts and Science and College of Education, University of Saskatchewan, Fall Term, 2005-2017

Year	Registration in the College of Arts and Science				Registration in the College of Education			
	Art	Drama	Music	Total	Art	Drama	Music	Total
2005	130	51	47	228	29	9	99	137
2006	140	43	38	221	32	8	85	125
2007	167	59	51	277	35	7	75	117
2008	147	58	43	248	34	7	62	103
2009	178	55	38	271	24	8	64	96
2010	148	56	39	243	26	7	63	96
2011	153	47	42	242	32	10	70	112
2012	137	65	51	253	33	8	59	100
2013	140	65	71	276	37	11	45	93
2014	125	70	77	272	40	12	32	84
2015	124	66	79	269	35	7	21	63
2016	115	59	75	249	41	11	14	66
2017	101	49	80	230	55	13	17	85
Annual average	138.8	57.2	56.2	252.2	34.8	9.1	54.3	98.2

Undergraduate fine arts registration

Fine arts registration in the College of Arts and Science was greatest in Art (Department of Art and Art History), with a yearly average of just under one hundred and forty students over the thirteen years, or a little over one-half of all fine arts undergraduate student registration in the College (Table 15). Since 2013, registration in Art has declined by approximately one-quarter and Music has overtaken Drama as the area with the second largest registration. Over the whole period shown, each of Music and Drama accounted for approximately one-quarter of fine arts students. By 2017 though, registration in the Department of Music accounted for one-third of fine arts students. Undergraduate registration in Drama has fluctuated over the years with no apparent trend either up or down. (The small number of students majoring in Aboriginal Theatre is included in the Drama total). Total fine arts registration in the College showed little trend over the thirteen year period – up for the years 2007 through 2015 but almost exactly the same in 2017 as in 2005.

In the College of Education, Music initially had by far the largest registration but has declined through the whole period, and especially since 2011. The recent increase in Music registration in Arts and Science counters this decline somewhat although the Music total in fine arts and arts education still shows a decline over the thirteen years. Registration in Art and Drama in the College of Education both increased in recent years and each was above the long term average in 2016 and 2017. Total arts education registration has declined over the thirteen years with the last three years about thirty students below the thirteen year average and just over one-half of the 2005 through 2007 level.

Undergraduate registration in fine arts and arts education programs has been down over the last two years, especially when compared with total number of undergraduates at the University of Saskatchewan (Table 16). Through 2015, undergraduate fine arts registration was approximately 1.5 per cent of total College of Arts and Science undergraduate registration – this declined to 1.3 per cent by 2017. The combined total for fine arts and arts education was also lower in 2016 and 2017, with thirty-five students less than the average of three hundred and fifty. Given the continued increase in the number of undergraduates at the University, this means that fine arts and arts education registration fell to 1.8 per cent of the total, below the thirteen year annual average of 2.1 per cent (bottom right of Table 16).

Table 16. Fine arts and arts education undergraduate registration, total and percentage of total, University of Saskatchewan, Fall Term, 2005-2017

Year	Registration in fine arts and arts education			University of Saskatchewan undergraduate registration	Percentage of total University registration	
	Arts and Science	Education	Total		Arts and Science	Arts and Science plus Education
2005	228	137	365	16,269	1.4	2.2
2006	221	125	346	16,099	1.4	2.1
2007	277	117	394	16,034	1.7	2.5
2008	248	103	351	15,686	1.6	2.2
2009	271	96	367	15,811	1.7	2.3
2010	243	96	339	16,076	1.5	2.1
2011	242	112	354	16,566	1.5	2.1
2012	253	100	353	17,169	1.5	2.1
2013	276	93	369	16,954	1.6	2.2
2014	272	84	356	16,844	1.6	2.1
2015	269	63	332	16,877	1.6	2.0
2016	249	66	315	17,338	1.4	1.8
2017	230	85	315	17,688	1.3	1.8
Annual average	252.2	98.2	350.5	16,570	1.5	2.1

Graduate fine arts registration

Graduate programs in fine arts have kept pace with growing overall graduate registration at the University of Saskatchewan. Since 2012, graduate fine arts registration was above the thirteen year average of twenty-three students. Fine arts registration continued to account for just under one per cent of total graduate registration at the University (right column of Table 17). The maintenance of the fine arts numbers has been largely because of the growth of the graduate MFA in Writing, with a steady registration of thirteen or fourteen students for each of the last six years. The Writing program has boosted graduate registration in fine arts and, in 2017, accounted for one-half of the graduate fine arts total. Registration in Art was steady over the years at around twelve students with yearly ups and downs; each of Music and Drama had a small registration with yearly fluctuations.

Table 17. Graduate registration, fine arts and total, University of Saskatchewan, Fall Term, 2005-2017

Year	Art and Art History	Drama	Music	Writing	Fine arts total	University of Saskatchewan graduate registration	Fine arts total as a percentage of University of Saskatchewan
2005	16	1	2		19	2,065	0.92
2006	13	0	4		17	2,118	0.80
2007	11	1	4		16	2,186	0.73
2008	11	1	6		18	2,332	0.77
2009	18	0	7		25	2,560	0.98
2010	13	1	9		23	2,780	0.83
2011	10	1	4	6	21	2,897	0.72
2012	12	1	3	13	29	3,020	0.96
2013	11	1	1	13	26	3,112	0.84
2014	12	1	2	14	29	3,113	0.93
2015	9	1	1	13	24	3,159	0.76
2016	12	0	0	13	25	3,253	0.77
2017	12	0	2	14	28	3,290	0.85
Annual average	12.3	0.7	3.5	12.3	23.1	2,760	0.80

Section D2. Credit hours

This section on credit hours provides information on the number of students in classes – these could be fine arts majors or students majoring in other disciplines. The data in Section D1 refer only to those who major in a fine arts discipline. Each university defines credit hours differently; the first part of the section for each university defines credit hours.

University of Regina

The University of Regina defines credit hours and credit hours taught as follows (ORP, 2018d).

Credit Hours: A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of Credit hours needed for completing the requirements of a Degree, Diploma, Certificate, or other formal award.

Credit Hours Taught: the total number of credit hours taught by one or more academic department or faculty, that count toward a university-level credential, over the course of a fiscal year or academic term.

For each unit, credit hours taught represent the enrolment of all students taking classes in that unit – not just those registered in Media, Art, and Performance. For example, a Faculty of Science student taking a three credit hour class in the Department of Music would account for three registered credit hours taught in Music.

Tables 18 through 21 contain updated data on credit hours taught; these data were provided by the Office of Resource Planning (ORP) of the University of Regina. The data are consistent over the years from 2007 through 2017 but data from 2005-2007 may not be exactly comparable with data after 2007. Also note that these credit hours data refer to teaching over the full academic year, including Spring Term and Summer Term, not just in the fall terms as in Section D1.

Undergraduate credit hours taught

From 2005 through 2015, the number of undergraduate credit hours taught in Media, Arts, and Performance at the University of Regina fell by approximately thirty per cent (right column of Table 18 – these data include teaching in MAP disciplines in both the Faculty of MAP and in the federated colleges). This is consistent with the decline in student registration in MAP (Table 8a). But, as with the upturn in student registration in 2016 and 2017, credit hours taught have also increased over the last two years. While not all the earlier decline has been recovered, credit hours taught increased by fourteen per cent from 2015 to 2017.

Over the twelve years, credit hours taught in Media, Art, and Performance at the University and the federated colleges have been the greatest for Visual Arts and Film, with thirty and twenty-five per cent, respectively, of the MAP total. Music and Theatre accounted for sixteen per cent

each, Indigenous Fine Arts seven per cent, and Fine Arts (Creative Technologies and Interdisciplinary Studies) four per cent. There was a shift in the size of areas, with reduced credit hours taught in all areas except Fine Arts, the interdisciplinary area of MAP.

Comparing 2016-2017 with 2005-2006, declines in credit hours taught were greatest in Film and Music, at approximately forty per cent each. For Indigenous Fine Art, the decline was thirty-five per cent, and for Theatre thirty per cent. Visual Arts showed the least decline, at fifteen per cent. The only area to expand was Fine Arts; by 2016-2017 it accounted for nine per cent of credit hours taught, over double the twelve year average. Recent trends should give encouragement to MAP departments – for each area, credit hours taught over the last two years were greater than at the low point of 2014-2015.

Table 18. Undergraduate registered credit hours taught by department or area of MAP (including federated colleges), University of Regina, 2007-2017

Year	Department or area						Total
	Fine Arts	Indigenous Fine Art	Film	Music	Theatre	Visual Arts	
2005-2006	159	1,461	4,335	2,462	2,469	3,832	14,718
2006-2007	111	1,026	4,044	2,241	2,229	4,063	13,714
2007-2008	252	867	3,753	2,122	2,373	3,771	13,138
2008-2009	240	909	3,615	1,908	2,277	3,777	12,726
2009-2010	291	693	3,375	2,190	2,439	3,780	12,767
2010-2011	141	615	3,288	2,131	1,974	4,116	12,266
2011-2012	354	714	3,234	2,265	1,941	4,250	12,758
2012-2013	426	855	2,862	1,992	1,539	4,217	11,891
2013-2014	573	726	2,706	1,820	1,626	3,544	10,994
2014-2015	939	660	2,127	1,499	1,668	3,247	10,140
2015-2016	858	924	2,394	1,654	1,653	3,693	11,176
2016-2017	1,089	942	2,634	1,482	1,710	3,226	11,558
Annual average	453	866	3,197	1,980	1,992	3,793	12,320

From Table 19, it is apparent that the decline in MAP credit hours taught occurred in the Faculty of Media, Art, and Performance and in each of the federated colleges. For the latter, the decline was greatest in Campion College, followed by FNUniv, and then Luther College. Most of the decline occurred from 2011-2012 to 2014-2015. Given that faculty numbers vary by year and some faculty members may be on leave in any given year, credit hours taught in the smaller units can vary considerably from year to year. And whether or not large enrolment introductory level classes are offered in any given year can also affect yearly outcomes. But with these qualifications, the data indicate that there were over twenty per cent fewer credit hours taught in fine arts areas in 2014-2015 than there were in 2007-2008.

Table 19. Undergraduate MAP credit hours taught in Faculty of MAP and federated colleges, and University of Regina total, 2007-2017

Year	Faculty or federated college				Fine arts total	University of Regina	Fine arts % of UR
	MAP	Campion	FNUniv	Luther			
2007-2008	9,704	1,530	1,008	897	13,139	231,235	5.7
2008-2009	9,627	1,146	1,095	858	12,726	225,356	5.6
2009-2010	10,070	972	984	741	12,767	230,872	5.5
2010-2011	9,446	981	807	1,032	12,266	235,806	5.2
2011-2012	9,782	918	963	1,095	12,758	252,280	5.1
2012-2013	8,543	1,056	1,182	1,110	11,891	255,025	4.7
2013-2014	8,340	603	990	1,062	10,995	263,126	4.2
2014-2015	7,911	732	918	579	10,140	266,536	3.8
2015-2016	8,714	498	1,014	951	11,177	275,427	4.1
2016-2017	9,044	597	1,179	738	11,558	284,808	4.1
Annual average	9,118	903	1,014	906	11,942	252,047	4.7

Since 2014-2015, credit hours taught have been up in all the units, with the exception of Campion College. At Campion, credit hours taught remained at just over six hundred over the most recent four years, one-third lower than the ten year average. In 2016-2017, credits hours in the Faculty of MAP recovered to almost equal their ten year average, FNUniv was above the average, and Luther a little below the average. Overall, credit hours taught in MAP were up

over the last two years, by fourteen per cent over the 2014-2105 low point, although still well below the 2007-2008 level.

While complete data for 2017-2018 are not yet available, data from the student count of early October 2017 indicate that credit hours taught in MAP in the Fall Term increased by ten per cent over that of the 2016 Fall Term (ORP, 2017d). And early data from the 2018 Winter Term suggest a fifteen per cent increase over 2017 Winter in MAP credit hours taught at the University of Regina, including the federated colleges (ORP, 2018f). These preliminary data bode well for the recovery of credit hours taught in MAP. It should be noted though, with even a ten per cent increase total credit hours taught in MAP for 2017-2018 would still be lower than the level of ten years earlier.

As a result of the decline in MAP credit hours taught, the percentage of University of Regina credit hours taught by MAP fell from just under six per cent of the 2007-2008 total to four per cent over the last three years (right column of Table 19). From 2005-2006 through 2008-2009, credit hours taught at the University also fell. But since then, University credit hours have grown by over one-quarter while MAP credit hours in 2016-2017 were still lower than in 2008-2009. Again, the preliminary data from 2017-2018 point toward gains for MAP, but the recovery in relative number of credit hours taught by MAP may take several years.

Graduate credit hours taught

New data for this report are available concerning the number of credit hours taught at the graduate level in the Faculty of Media, Art, and Performance (Table 20). Teaching at the graduate level is generally through the Faculty itself; faculty members in the federated colleges primarily teach undergraduates. The latter also teach or work with graduate students but graduate credit hours in the federated colleges averaged only eight per year over the ten years.

The two areas with the most graduate teaching credits have been Visual Arts and the interdisciplinary area of Fine Arts, each accounting for over thirty per cent of the total over the twelve years. Media Production and Media Studies (MPS, offered through the Department of Film, is next with seventeen per cent, followed by Music and Theatre. And the total for MAP has generally increased over the years, by approximately fifty per cent from 2007-2008 to 2016-2017

There were also major shifts in the pattern of MAP graduate credit hours taught. Most notable was the decline in Music to zero in 2012 through 2014, with a small recovery in the last two years. The interdisciplinary Fine Arts are and MPS are the areas showing the greatest increase in credit hours taught. Visual Arts and Theatre show no real trend but had large year-to-year fluctuations.

Table 20. Graduate credit hours taught by department or area in the Faculty of MAP and at the University of Regina, 2007-2017

Year	Faculty of MAP department or area					MAP total	UR total	MAP per cent of total
	Fine Arts	MPS	Music	Theatre	Visual Arts			
2007-2008	33	30	82	6	112	263	13,627	1.9
2008-2009	93	27	68	18	65	271	13,339	2.0
2009-2010	156	24	33	33	123	369	13,175	2.8
2010-2011	116	42	18	69	168	413	14,229	2.9
2011-2012	132	54	9	33	159	387	15,205	2.5
2012-2013	120	81	0	15	153	369	15,817	2.3
2013-2014	192	93	0	12	123	420	16,652	2.5
2014-2015	153	96	3	15	150	417	17,320	2.4
2015-2016	123	138	13	21	141	436	17,363	2.5
2016-2017	178	81	18	15	99	391	19,129	2.0
Annual average	130	67	30	24	129	374	15,586	2.4

The growth of graduate credit hours taught through MAP over the last ten years has kept pace with the growth of graduate credit hours taught at the University of Regina. As shown in the right column of Table 20, approximately 2.5 per cent of total graduate credits at the University have been accounted for by the Faculty of MAP, with small yearly fluctuations around the average.

First Nations University

At the First Nations University of Canada the main fine arts programs and courses are Indigenous Art (IA) and Indigenous Art History (IAH) although classes in other fine arts areas are offered regularly and attract considerable enrolment. At present, the only fine arts area at FNUniv with a permanent faculty member is that of Indigenous Fine Art (see Section F). All FNUniv fine arts classes are at the undergraduate level.

Indigenous Art and Indigenous Art History together accounted for three-quarters of all fine arts credit hours taught at FNUniv over the last ten years (bottom row of Table 21). Theatre, offered

at the Prince Albert campus, had a regular enrolment of over one hundred students annually, accounting for over ten per cent of fine arts credit hours taught. Visual Arts also attracted considerable numbers of students in earlier years but since the one faculty member who taught these classes left in 2016, there are currently no classes in this area.

Total credit hours taught at FNUUniv declined to a low point in 2010-2011 and since then have increased each year. The pattern for fine arts credit hours taught parallels this – a low point in 2010-2011 followed by regular growth each year. By 2016-2017, fine arts credit hours were above the ten year average. In terms of the relative numbers of MAP credit hours taught as a portion of total FNUUniv credit hours, the five areas have not quite recovered. In 2016-2017, credit hours taught in MAP accounted for 3.8 per cent of all credit hours taught at FNUUniv, below the ten year average of 4.1 per cent.

Table 21. Fine arts credit hours taught by area, First Nations University of Canada, 2007-2017

Year	Fine arts credit hours taught by area					FNUUniv total	Fine arts % of total
	IA	IAH	Theatre	Visual Arts	Total		
2007-2008	342	525	69	0	1,008	24,393	4.1
2008-2009	381	528	147	0	1,095	23,703	4.6
2009-2010	372	321	162	0	984	23,328	4.2
2010-2011	192	423	57	0	807	20,087	4.0
2011-2012	273	441	78	171	963	22,391	4.3
2012-2013	315	540	90	237	1,182	23,994	4.9
2013-2014	330	396	117	147	990	26,048	3.8
2014-2015	351	309	141	117	918	25,407	3.6
2015-2016	513	345	72	84	1,014	27,729	3.7
2016-2017	663	279	237	0	1,179	30,978	3.8
Annual average	373	411	117	76	1,014	24,805	4.1
Percentage of MAP total	36.8	40.5	11.5	7.4	100.0		

University of Saskatchewan – 3 CUEs

To determine credit hours, the University of Saskatchewan measures the number of three credit unit equivalents associated with each class. A class with an enrolment of twenty students, with each student receiving three credit hours, is measured as twenty of three credit unit equivalents (for the University of Regina, it would be measured as sixty credit hours taught). The University refers to a three credit unit equivalent as a 3 CUE and this is defined as follows:

The academic credit units assigned to a class section divided by 3. A class section of a course with 3 academic credit units is counted as one 3 CUE. A class section of a course with 6 academic credit units is counted as two 3 CUE. (ICT, 2018).

For fine arts departments and the University as a whole, consistent and comparable data on 3 CUEs were provided for this report by ICT for the academic years since 2005-2006 (although 2017-2018 data may be incomplete). To condense the tables, 3 CUEs from 2005 through 2011 are presented as annual averages, followed by annual data for years since 2011. Information concerning 3 CUEs is not available for arts education programs at the University. The number of 3 CUEs for each year refers to the total over the whole academic year including the Fall, Winter, Spring, and Summer Terms.

Table 22. Annual undergraduate three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, University of Saskatchewan, 2005-2018

Academic Year	Art and Art History	Drama	Music	Fine Arts Total
2005-2011 average	2,456	1,000	1,002	4,458
2011-2012	2,259	1,094	1,488	4,841
2012-2013	1,899	981	1,653	4,533
2013-2014	1,964	1,006	1,828	4,798
2014-2015	1,757	1,011	1,782	4,550
2015-2016	1,932	1,031	1,671	4,634
2016-2017	1,736	978	1,677	4,391
2017-2018*	1,839	869	1,178	3,886
Annual average	2,163	998	1,330	4,491
Percentage of total	48%	22%	30%	100%

*May be incomplete.

For the three fine arts departments in the College of Arts and Science, Table 22 summarizes the annual number of 3 CUEs since 2005. From the last line of Table 22, 3 CUEs for the Department of Arts and Art History constituted just under one-half of all fine arts 3 CUEs over the thirteen years; Music accounted for thirty per cent and Drama twenty-two per cent. The total number of 3 CUEs for fine arts (right column) showed little trend over the thirteen year period – the 2017-2018 decline may be a result of incomplete data for the 2018 Winter Term. The steady, although fluctuating, total was a result of a decline in 3 CUEs for Art and Art History and an increase in 3 CUEs in Music, with little change in Drama, over the thirteen years.

With many fewer students than in undergraduate programs, the annual number of graduate level 3 CUEs in fine arts disciplines was small (Table 23). With large annual fluctuations there was little trend, although the numbers may have been down over the last three years (again, 2017-2018 could be incomplete). In terms of the fine arts areas, Art and Art History accounted for two-thirds of the total 3 CUES in fine arts, with Music one-third, and a very small number in Drama. Over the thirteen year period, the number of graduate 3 CUEs for Music declined, with some recovery over the last two years. While comparable data for the Master of Fine Arts in Writing are not available, from the regular enrolment of thirteen to fourteen students (Table 17), it is likely that the number of 3 CUEs annually was in the neighbourhood of twenty-five to thirty (see Appendix notes for Table 23).

Table 23. Annual graduate three credit unit equivalents (3 CUEs), fine arts departments, University of Saskatchewan, 2005-2018

Year	Art and Art History	Drama	Music	Fine Arts Total
2005-2011 average	20	1	19	41
2011-2012	6	2	11	19
2012-2013	37	0	4	41
2013-2014	7	0	0	7
2014-2015	34	0	0	34
2015-2016	8	0	0	8
2016-2017	25	0	2	27
2017-2018	7	0	4	11
Annual average	19	1	10	30

Comparisons of the total 3 CUEs for the three fine arts departments with totals for the College of Arts and Science and the University of Saskatchewan are provided in Table 24. These data include both undergraduate and graduate 3 CUES – given the much larger number of undergraduate than graduate students, trends and patterns in Table 24 primarily represent the situation for undergraduate enrolments.

The annual number of 3 CUEs for the University of Saskatchewan increased by thirteen per cent since 2005-2006; there was an increase each year since 2008-2009. In contrast, the number of 3 CUEs accounted for by the College of Arts and Science went through a small decline after reaching a recent peak in 2012-2013. The trend for fine arts departments was similar; these departments together accounted for approximately six per cent of the College total in each year, with only minor annual fluctuations (second last column). Given the growth in University enrolment, the percentage of 3 CUEs for the three fine arts department declined regularly – from 3.3 per cent in 2005-2006 to 2.6 per cent in 2016-2017 (2017-2018 data may be incomplete).

Table 24. Annual three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, and University of Saskatchewan, 2005-2018

Year	Annual 3 CUES in:			Fine arts as a percentage of:	
	Fine arts departments	College of Arts and Science	University of Saskatchewan	College of Arts and Science	University of Saskatchewan
2005-2011 average	4,499	77,160	150,132	5.8	3.0
2011-2012	4,860	78,009	159,896	6.2	3.0
2012-2013	4,574	79,849	166,780	5.7	2.7
2013-2014	4,805	78,999	167,487	6.1	2.9
2014-2015	4,584	76,990	166,605	6.0	2.8
2015-2016	4,642	76,613	165,931	6.1	2.8
2016-2017	4,418	77,714	171,449	5.7	2.6
2017-2018*	3,897	77,015	173,851	5.1	2.2
Annual average	4,521	77,550	159,446	5.8	2.8

*2017-2018 data may be incomplete.

The Writing program in the Department of English is primarily a graduate program but over the last two years the Department has offered English 120, Introduction to Creative Writing, at the undergraduate level. These classes appear to be close to filled and in 2017-2018 enrolment was over seventy-five for each of the terms (University of Saskatchewan, 2018d). While the number of 3 CUEs is not available, if included, these classes would certainly boost the total of fine arts 3 CUEs at the University.

Affiliated Colleges of the University of Saskatchewan – St. Peter’s and Gabriel Dumont

Classes in the fine arts at the University of Saskatchewan are offered in two of the University’s affiliated colleges, St. Peter’s College in Muenster and Gabriel Dumont College. St. Peter’s offers fine arts classes in Art and Art History (100 to 300 level), Drama (100 level), and Writing (100 and 300 level), and until 2014-2015 offered classes in Music. Drama classes are not offered this year but are planned for the next academic year. The fine arts classes of Gabriel Dumont are at the 100 and 200 level in Drama, and are offered in Saskatoon and Prince Albert.

St. Peter’s College is an independent, post-secondary institution affiliated with the University of Saskatchewan. It is a small, rural college located in the village of Muenster, Saskatchewan, approximately 120 kilometres east of Saskatchewan. St. Peter's College notes that it “fosters academic excellence, personal enrichment and social responsibility animated by our Catholic Benedictine tradition.” The College currently has twenty-nine faculty members and in the 2017 Fall Term offered thirty 100 and 200 level University of Saskatchewan classes in a variety of disciplines in Agriculture, Arts and Sciences, Commerce, Engineering, and Kinesiology.

Gabriel Dumont College (GDC). The Gabriel Dumont Institute of Native Studies and Applied Research was established in 1980 and entered into an affiliation agreement with the University of Saskatchewan in 1994, establishing Gabriel Dumont College.

The mission of the Gabriel Dumont Institute is to promote the renewal and development of Métis culture through research; materials development, collection, and distribution; and the design, development and delivery of Métis specific educational programs and services.

The College offers courses for credit toward a degree in the College of Arts and Science. GDC courses are offered at the University of Saskatchewan in Saskatoon and in Prince Albert. GDC provides an academic, cultural and social environment that encourages learning and academic excellence among its students, enhances their self-image, while at the same time stressing the high value of Métis culture. In 2014-2015, 211 students were registered in GDC programs.

(St. Peter’s, 2018a, 2018b; Gabriel Dumont Institute, 2018a, 2018b, p. 33; University of Saskatchewan, 2018e).

A limited summary of the number of 3 CUEs in fine arts at the affiliated colleges of the University of Saskatchewan is provided in Table 25. The data for the most recent four years indicates that enrolments in fine arts were greatest in the Drama classes offered through Gabriel Dumont College, with three to four classes offered annually and with an average of over eighty 3 CUEs per year. Drama classes at St. Peter's accounted for another fifteen per year so total Drama 3 CUEs amounted to approximately one hundred per year.

Table 25. Three credit unit equivalents (3 CUEs) and number of classes in fine arts, St. Peter's College and Gabriel Dumont College, 2014-2018

Academic year	3 CUEs / number of classes by area and college				
	Art and Art History	Drama St. Peter's	Drama Gabriel Dumont	Music	Writing
2014-2015	33 / 4	14 / 2	84 / 3	6 / 1	40 / 3
2015-2016	32 / 5	8 / 1	95 / 3	0 / 0	6 / 1
2016-2017	65 / 7	27 / 2	93 / 4	0 / 0	41 / 4
2017-2018	44 / 6	0 / 0	71 / 3	0 / 0	41 / 4
Total	174 / 22	49 / 5	343 / 13	6 / 1	128 / 12

Art and Art History, Music, and Writing are at St. Peter's.

At St. Peter's, the two main fine arts areas are Art and Art History and the Writing programs. There have been five or more classes in Art each year, accounting for an average of approximately forty-five 3 CUEs per year. In most years, the Writing program was similar in size, with three or four classes and forty 3 CUEs. In addition, St. Peter's Writing Getaways, in the summer each year, generally have had two workshops with six to twelve participants each (St. Peter's, 2018e; Langhorst, 2017).

Summary of student enrolment

The last two years have seen welcome increases in student enrolment in fine arts disciplines at the University of Regina. Since the low point in 2014-2015, the number of students registered in Media, Art, and Performance has increased over twenty per cent and the number of credit hours taught has grown by fourteen per cent. While the recovery in student numbers is not yet complete, the growth in the number of first term students registered in MAP makes it likely that there will be continued gains in student registration in MAP. This gain appears to cut across all units at the University of Regina so both the Faculty of MAP and the federated colleges made recent gains in fine arts student registration. Enrolment in the Arts Education programs appears

relatively steady, although numbers may be down slightly in the current academic year, 2017-2018. And much the same can be said about the Creative Writing program – relatively steady undergraduate and graduate enrolment with somewhat smaller numbers in the current academic year.

At the University of Saskatchewan, annual fluctuations have been smaller. Enrolment in the three fine arts disciplines – Art and Art History, Drama, and Music – has been steady for many years. Over the last two years, enrolment has declined somewhat, whether measured by student registration or the number of 3 CUEs. However, the decline, found in both the College of Arts and Science and the College of Education, has not been dramatic and may represent nothing more than yearly fluctuation in student numbers. Three areas that are attracting more undergraduates are the Aboriginal Theatre Program, the Jazz Certificate, and introductory Creative Writing. Each of these currently has a small enrolment but it may be programs such as this that assist in expanding interest in and numbers for the fine arts.

Programs with smaller numbers – Indigenous Fine Art at First Nations University, Writing at St. Peter's, and Drama at Gabriel Dumont Institute – demonstrate a broad interest in the fine arts. Again, each of these programs is small but has grown in recent years.

On the down side, it appears that the overall growth of undergraduate enrolment at the two universities has bypassed the fine arts. The relative number of undergraduate students at the universities who are registered in the fine arts and arts education or taking these classes has fallen. While the decline at the University of Regina has been the most marked, over the last two years the relative numbers in fine arts and arts education are also down at the University of Saskatchewan. This decline appears to have occurred more or less gradually, a little each year. But when the most recent enrolment data are compared with those of ten to fifteen years earlier, there is no doubt that fine arts and arts education enrolment has not kept pace with overall enrolment.

To end this section on student numbers on a positive note, graduate programs in fine arts at the two universities appear very healthy in terms of enrolment. At the graduate level, the University of Saskatchewan numbers have been bolstered by the Creative Writing program. The continued strength in the number of graduate students in this program, along with continued strong numbers in the graduate program in Art mean that fine arts graduate registration has kept pace with the growth of graduate numbers at the University as a whole. The same picture emerges at the University of Regina, although there it has been the Faculty of MAP graduate programs that have expanded the most – with Interdisciplinary Studies, Media Production and Studies, and Visual Arts leading the way.

Section E. Personnel

This section provides data on faculty and other personnel in fine arts disciplines at the University of Regina and its federated colleges and at the University of Saskatchewan and its affiliated colleges.

University of Regina

Information about the Faculty of Media, Art, and Performance is provided first and that for the federated colleges later in this section; Tables 26 and 27 refer only to the Faculty of MAP.

From Table 26, the annual number of faculty positions in the Faculty of MAP has declined by an average of one per year since 2010. In the current academic year, 2017-2018, the Faculty has thirty-two positions, three below the 1995-2000 average and five below the twenty-two year average of thirty-seven positions. Compared to the 2000-2005 period, when the number of MAP faculty positions was at its peak, the current number represents a twenty-two per cent decline.

Table 26. Annual number of faculty positions in the Faculty of Media, Art, and Performance, by department or area, University of Regina, 1995-2018

Year	Dean and Creative Technologies	Film	Music	Theatre	Visual Arts	Total
1995-2000 average	3	5.8	10.2	7.6	8.1	35
2000-2005 average	2.5	8	11.5	8	11	41
2005-2010 average	2.4	8	10	8	11	39
2010-2011	4	8	9	7	11	39
2011-2012	4	8	8	7	11	38
2012-2013	4	8	8	6	10	36
2013-2014	3	9	8	6	10	36
2014-2015	5	9	8	5	8	35
2015-2016	5	9	8	5	8	35
2016-2017	5	9	7	5	8	34
2017-2018	5	9	5	5	8	32
Annual average	3.2	7.7	9.5	7.1	9.8	37.4

There were also major shifts within MAP over the seven years since 2010-2011. Music, initially the department with the most positions, lost four of these and now has less than one-half its level of the early 2000s. Film and Visual Arts are currently the largest departments in terms of faculty numbers – Film gained one position since 2010-2011 while Visual Arts lost three. Theatre lost two positions while Creative Technologies and Interdisciplinary Studies has had four positions, a gain of one. In each year, one position has been that of the Dean.

In Table 26, faculty positions are budgeted positions. Most of these positions are tenured or tenurable and represent an ongoing commitment of the University to each unit. Faculty members in these positions may be on leave or sabbatical in some years – positions not always replaced by full-time, term, or sessional faculty. In the current academic year, 2017-2018, the Faculty has two term Instructor positions, one in Music (to compensate for the decline in faculty positions) and one in Visual Arts (to replace a faculty member on leave). (Pearce, 2017).

Table 27. Number of filled academic positions, Faculty of Media, Art, and Performance and University of Regina, 2010-2017

Year	Number of filled academic positions		MAP as a percentage of UR
	MAP	University of Regina	
2010	32	391	8.2
2011	33	399	8.3
2012	32	405	7.9
2013	32	408	7.8
2014	33	417	7.9
2015	30	432	6.9
2016	29	434	6.7
2017	29	435	6.7
Annual average	31	415	7.5

While consistent historical data on the total number of faculty positions at the University of Regina as a whole are not publicly available, Table 27 shows recent trends in the number of in-scope academic positions in the Faculty of Media, Art, and Performance and the University of Regina. These data refer to the number of filled positions and not to the number of budgeted positions so are not directly comparable to those of Table 26. Further, out-of-scope administrative positions filled by those with academic appointments (three in the Faculty) are not included in the table. Since 2011 the number of filled positions in the Faculty of MAP has

declined by four while the number at the University has continued to grow. As a result, the percentage of the University's filled academic positions in the Faculty of MAP has declined by approximately one and one-half percentage points over the last seven years.

During the current academic year, 2017-2018, twenty classes in the Faculty of MAP are being taught by sessional faculty members and there are thirteen Applied Music Instructors (eg. flute, cello, percussion). The classes taught by sessional faculty members are online through the web, off-campus, or as replacements for regular faculty members. In addition, personnel resources of the Faculty include employees in non-academic positions – administrative assistants (currently ten in number) or technicians, some of whom may be part-time. Consistent historical data on the number of sessional and non-academic appointments are not publicly available.

Arts Education. In the Faculty of Education, the number of faculty members teaching in the Arts Education area has not changed over the last several years. Currently five faculty members in the Faculty of Education offer classes in Arts Education (see Appendix notes to Table 26).

**Table 28. Creative Writing classes, Department of English,
University of Regina, 2010-2018**

Year	Number of classes taught by:	
	Full-time faculty	Sessional Lecturers
2010-2011	6	0
2011-2012	6	0
2012-2013	7	0
2013-2014	5	2
2014-2015	6	1
2015-2016	1	7
2016-2017	4	2
2017-2018	4	0
Total	39	12
Annual average	4.9	1.5

Creative Writing. Classes in the Creative Writing program are offered by faculty members in the Department of English (Table 28). Instruction in the Creative Writing classes has been primarily carried out by full-time faculty members who also teach other classes in the Department of English. While the number of classes offered fluctuates from year to year, there have never been less than four classes in any year, with an annual average of over six classes. The Department of English web site lists three faculty members who participate in the M.A. in Creative Writing (Department of English, University of Regina, 2018b).

Federated Colleges – Campion and Luther. The number of fine arts faculty positions in the federated colleges is five in the current academic year, 2017-2018 – two each in Campion College and Luther College and one at First Nations University of Canada. The Campion faculty positions are in film and theatre and the Luther positions in music and visual arts (see Appendix notes to Table 26). In addition, five of the classes in Creative Writing listed in Table 28 over the 2015 through 2018 period were offered through Campion (three classes) or Luther (two classes); one was staffed by a continuing faculty member and the other four by faculty members with term or sessional positions.

First Nations University of Canada. FNUUniv has been through challenging financial times over the last several years. One of the results has been a decline in the number of faculty members at the University who specialize in fine arts. Currently there is only one position in Indigenous Fine Arts, down from two fine arts faculty positions in 2016. In addition, the University no longer operates the Plain Red Art Gallery, meaning that students have no place to show their student work. And in terms of personnel, the coordinator position associated with the Gallery has been lost.

At the same time, there are continued offerings of fine arts classes through the University. In 2017-2018, there were twenty classes in Indigenous Art or Indigenous Art History. Approximately one-half of these classes are offered by sessional faculty members and the other half by the one Indigenous Fine Arts faculty member. These classes are at the 100 through 400 level and include lecture, studio, seminar, web, and graduating exhibition classes. Most of these are scheduled at the Regina campus, with some off-campus classes. FNUUniv also offers one class in Theatre in Prince Albert annually. In the 2018 Winter Term, this is staffed by a sessional faculty member. (Peyachew, 2017; University of Regina, 2018).

University of Saskatchewan

Consistent data for each fiscal year, since 2000-2001, concerning employment at the University of Saskatchewan were provided by the University's ICT unit for this report. The numbers for earlier years differ little from those in FAAER, Tables 22-24, so annual averages for these years are provided in Tables 29 and 30. As in FAAER, the permanent faculty complement is the number of faculty positions in the University budget and provides a measure of the continuing commitment of the University to these positions. Teaching FTEs represent the number of full-time equivalent academic staff that teach in any year – these may be faculty members having permanent, term, or sessional positions. (See Appendix notes to Tables 29-30 for an explanation). Table 29a contains data on faculty and teaching numbers for the three fine arts departments; Table 29b contains new information for this report on teaching by sessional lecturers. Table 30 compares faculty numbers in the three departments with those at the University as a whole.

Table 29a. Annual permanent faculty complement and total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2017

Fiscal year	Art and Art History		Drama		Music	
	Permanent faculty complement	Total teaching FTEs	Permanent faculty complement	Total teaching FTEs	Permanent faculty complement	Total teaching FTEs
2000-2004 average	10.9	13.7	6.2	7.6	8.8	13.7
2005-2009 average	10.8	13.3	6.7	7.5	10.4	12.9
2010-2011	11.6	13.2	7.0	8.1	11.0	12.6
2011-2012	13.8	11.8	6.2	7.6	11.0	12.3
2012-2013	11.6	13.7	6.7	6.2	10.3	12.1
2013-2014	10.7	13.0	7.0	7.9	10.7	12.1
2014-2015	11.0	12.5	6.7	6.9	10.2	11.0
2015-2016	11.7	13.8	7.0	8.4	9.8	9.7
2016-2017	11.2	12.5	7.2	8.4	9.5	9.7
Annual average	11.2	13.3	6.6	7.6	9.9	12.5

Unlike the University of Regina, the number of permanent faculty positions in the three fine arts departments of the University of Saskatchewan has not declined since 2000, although the growth

in numbers that occurred through 2011-2012 has not been sustained since. Art and Art History has always been the largest of the three departments, followed closely by Music, with Drama numbers a little over one-half these. One position in Art and Art History was lost to retirement in 2012 but a new tenure-track position was added in 2015; the 2016-2017 permanent faculty complement was exactly equal to the seventeen year average of 11.2 positions. In Drama a new tenure-track position was also added in 2015; the number of faculty in 2016-2017 was slightly more than in the early 2000s. Recent numbers for Music are down somewhat although less than one-half of a position below the average. The yearly number of teaching FTEs varies more than the permanent complement since there are leaves, sabbaticals, and term positions that vary by year. Again, no major shifts are apparent although total teaching FTEs in Music have been down over the last three years.

From the University's ICT reports, summary data on the annual number of sessional faculty members are provided in Table 29b, data that were not reported in FAAER. In this table, the number of full-time equivalent sessional lecturers (SL) is provided, along with the percentage of total teaching FTEs (from Table 29a) that was accounted for by sessional teaching.

From the last row of Table 29b it is apparent that Music relied more heavily on sessional teaching than the other two departments, with almost one-third of teaching over the seventeen years accounted for by sessional faculty. For the three fine arts departments together, over one-quarter (27.0 per cent) of teaching was carried out by sessional faculty, with Art and Art History averaging one-quarter and Drama one-fifth.

Table 29b. Annual Sessional Lecturer (SL) FTEs and percentage of total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2017

Fiscal year	Art and Art History		Drama		Music		Fine arts total	
	SL FTEs	% of total FTEs	SL FTEs	% of total FTEs	SL FTEs	% of total FTEs	SL FTEs	% of total FTEs
2000-2004 average	4.2	30.3	1.7	22.4	5.6	40.0	11.6	33.0
2005-2009 average	3.4	25.2	1.5	20.2	4.0	30.8	8.9	26.3
2010-2014	2.6	20.1	1.5	21.0	3.4	28.0	7.5	23.3
2015-2016	2.9	21.0	2.1	25.0	2.4	24.7	7.4	23.2
2016-2017	3.0	24.0	2.1	25.0	2.0	20.6	7.1	23.2
Annual average	3.3	24.9	1.6	21.6	4.1	31.7	9.1	27.0

In terms of a trend over time, Music has become less reliant on sessional teaching, with the relative importance of sessional teaching declining by one-half (from forty to twenty per cent). For Art and Art History the decline was much less, with the relative importance of sessional teaching in 2016-2017 at the annual average; for Drama, there were ups and downs with the most recent year showing a larger than average percentage of teaching accounted for by sessional faculty members. Sessional totals for the University of Saskatchewan were not calculated but it is notable that, for these departments, the recent trends do not parallel what many have claimed for North American universities – an increasing reliance on sessional teaching.

Comparisons of the number of faculty and staff in the three fine arts departments with the University of Saskatchewan are provided in Table 30. Faculty numbers for the three departments have changed little since 2000-2001, although there are year-to-year fluctuations. The 2016-2017 total of 27.9 positions was almost exactly equal to the annual average for the seventeen year period. For the University, the faculty complement rose by ten per cent from 2000 through 2010-2014 and then declined. With these changes, the fine arts complement increased to 2.8 per cent of the University faculty total in 2016-2017, just above average.

Table 30. Annual permanent faculty complement and total employment FTEs, fine arts departments and University of Saskatchewan, 2000-2017

Fiscal year	Fine arts departments		University of Saskatchewan		Fine arts as a per cent of University	
	Faculty	Total employment	Faculty	Total employment	Faculty	Total employment
2000-2004 average	26.0	50.3	1,008.1	4,594.6	2.6	1.10
2005-2009 average	27.9	53.2	1,058.3	5,000.3	2.6	1.07
2010-2011	29.6	51.3	1,104.0	5,299.0	2.7	0.97
2011-2012	31.0	51.0	1,115.2	5,404.4	2.8	0.94
2012-2013	28.6	50.7	1,108.9	5,508.7	2.6	0.92
2013-2014	28.4	48.2	1,106.3	5,429.4	2.6	0.89
2014-2015	27.9	44.3	1,060.7	5,427.6	2.6	0.82
2015-2016	28.5	46.3	1,049.1	5,486.6	2.7	0.84
2016-2017	27.9	45.8	1,004.6	5,615.7	2.8	0.82
Average	27.7	50.3	1,051.8	5,067.4	2.6	1.00

Annual data on total employment, i.e. faculty, term, and support staff, are contained in the third, fifth, and last column of Table 30. In FARSU and FAAER it was noted that total employment at the University in the areas of administration, research, and support staff increased more than the complement of faculty members since 2000. From the fourth and fifth columns of Table 30, this trend continued through 2012-2013. In that year, total employment was over 5,500, almost one thousand more than the 2000-2004 average. From then until 2015-2016 there was a greater decline in total employment than in the decline of the permanent faculty complement. In 2016-2017 though, total employment increased by approximately one hundred and fifty while the faculty complement declined by forty-five.

While faculty numbers have been maintained in fine arts departments, total employment in these departments declined by approximately eight positions since the 2005-2009 peak. Part of this may result from the decline in the number of sessional faculty, although the number of support staff and student assistants also declined. As a result, total employment in fine arts departments has fallen as a percentage of University total employment since 2000. As shown in the right column of Table 30, fine arts employment declined regularly over the seventeen year period; by 2016-2017 the percentage had fallen to 0.82 per cent from 1.10 per cent in 2000-2004.

Writing. Comparable data to those of Tables 29a, 29b, and 30 are not available for the MFA program in Writing. Responsibility for the administration of the Writing program has moved from the Interdisciplinary Centre for Culture and Creativity to the Department of English. Faculty members in Humanities and Fine Arts departments participate in the MFA in Writing as instructors and supervisors. In the current academic year, 2017-2018, three of the four classes and thesis supervision are the responsibility of permanent faculty members; one class is taught by a sessional. The web site for the MFA in Writing program lists a Program Coordinator, four contributing faculty, a visiting lecturer in playwriting, and eighteen community mentors (Department of English, University of Saskatchewan, 2018). In 2017-2018, while the Coordinator is on sabbatical, an additional term Assistant Professor faculty position has been dedicated to the Writing program (Parkinson, 2017).

In each of the two terms in the current academic year, the Department of English has offered English 120, an undergraduate class in creative writing. This class is taught by a faculty member in the Department of English, with graduate students assisting in seminars (University of Saskatchewan, 2018d).

St. Peter's College. Faculty numbers vary by term and year; in the current academic year the College employs five faculty members who teach classes in Creative Writing, one in Drama, and two in Art and Art History. The total number of instructors listed for the College is twenty-nine. Comparative data across time are not available. (Langhorst, 2018; St. Peter's College, 2018b).

Gabriel Dumont College. Two Drama instructors are listed for the three Drama classes offered by the College in 2017-2018 (University of Saskatchewan, 2018d).

Summary of personnel

At the University of Saskatchewan, the number of faculty members in the three fine arts departments has been maintained since 2000, although there have been annual fluctuations by department and on total. And sufficient numbers have been maintained so that the relative strength in faculty numbers parallels the University total. In the Arts Education program at the University of Regina, faculty numbers and programs have also been maintained at more or less the same level over many years. In contrast, in the Faculty of Media, Art, and Performance at the University of Regina, there has been a twenty-five per cent reduction in faculty numbers since the early 2000s. This loss of faculty numbers has undoubtedly been difficult for the Faculty and has strained its ability to offer classes and programs although some of the gap has been filled with term and sessional faculty members.

The Writing program and the affiliated colleges of the University of Saskatchewan have continued to contribute to the fine arts by scheduling classes, programs, and faculty members in writing, drama, and art. At the University of Regina, Campion and Luther Colleges have maintained their contribution to faculty numbers. But at First Nations University, the loss of one faculty member and one support position means that the remaining faculty member is entirely responsible for the fine arts program. And the Department of English continues to contribute to the fine arts by regularly scheduling classes in Creative Writing.

Section F. Financial Resources

Information about financial resources at the level of university departments and other units has not always been readily available in recent years. For this report though, the two universities have provided sufficient budget information so that a reasonable picture of the situation for fine arts units can be presented.

University of Regina

The University of Regina has released its Budget Book for each of last four years (University of Regina, 2014a, 2015b, 2016d, 2017c) after not releasing detailed budget information at the department or faculty level for many years. The tables and analysis in this section use only the data from these most recent fiscal years, 2014-2015 through 2017-2018. Some limited comparisons with earlier University budgets are available in Section F of FAAER.

From 2014-2015 through 2017-2018 the budget for the Faculty of Media, Art, and Performance changed little, averaging approximately \$6.3 million each year (Table 31). After correcting for price increases using the Saskatchewan Consumer Price Index, the Faculty's budget in 2017-2018 was approximately four per cent lower than in 2014-2015 (third column of Table 31). In terms of total purchasing power, the Faculty's budget thus declined over these years.

Table 31. Budget of Faculty of Media, Art, and Performance and University of Regina, current and constant 2002 dollars, 2014-2018

Fiscal Year	Faculty of MAP budget		University of Regina (current dollars)	Faculty of MAP as a percentage of University of Regina (current dollars)
	Current dollars	Constant 2002 dollars		
2014-2015	6,309,010	4,902,106	186,723,000	3.4
2015-2016	6,146,087	4,698,843	192,458,000	3.2
2016-2017	6,434,800	4,867,474	199,582,000	3.2
2017-2018	6,329,575	4,709,505	199,073,000	3.2

Over the four year period shown in Table 31, the University of Regina budget was also strained. The University budget increased for two of the years, by 6.9 per cent in current dollars, to \$199.6 million in 2016-2017, but was flat or declined in the most recent year. The percentage of the total University budget accounted for by the Faculty of MAP fell from 3.4 per cent in 2014-2015 to 3.2 per cent from 2015-2016, where it has remained since.

A summary of the allocation of the Faculty of MAP budget expenditures among units in the Faculty is given in Table 32. As can be seen in the right column, the Dean's office accounted for the largest expenditure in the Faculty – this budget appears to include the salaries for the four faculty positions in Creative Technologies and Interdisciplinary Studies (see Table 26) and at least some of the salary of out-of-scope positions in the Faculty. Film and Visual Arts were approximately equal to the Dean's Office in terms of expenditure, followed by Music and Theatre.

Table 32. Expenditure budget in thousands of current dollars, Faculty of Media, Art, and Performance, University of Regina, 2014-2018

Unit	Expenditure budget by year				Percentage of Faculty total	
	2014-15	2015-16	2016-17	2017-18	2014-15	2017-18
Dean's Office	1,533	1,539	1,667	1,534	23.8	23.7
Film	1,179	1,240	1,461	1,512	18.3	23.4
Music	1,162	1,182	1,167	1,082	18.0	16.7
Theatre	900	593	610	618	13.9	9.5
Visual Arts	1,362	1,437	1,450	1,502	21.1	23.2
Other	317	299	223	225	4.9	3.5
Total	6,453	6,290	6,578	6,473	100.0	100.0

Over the four years, the budget for the Department of Film increased the most in the Faculty, by twenty-eight per cent; the increase in Visual Arts was ten per cent. The other units either declined or stayed the same. (It should be noted that the large decline in the budget of the Department of Theatre may partially be accounted for by the fact that the two Associate Deans are currently from this department and at least some of their salaries are part of the budget of the Dean's Office). The budget for the *Other* category also declined over these years – this budget item includes the Visual Resource Centre, the Student Resource Centre, Materials Stores, and the Box Office, plus small budgets for performance groups (see Appendix notes to Table 32). The right panel of Table 32 summarizes these budget totals as percentages of the Faculty budget.

Comparative budget data for faculties at the University of Regina are provided in Table 33. These data provide only recent trends – FAAER, Table 33 contains limited data on longer term trends.

Table 33. Expenditure minus revenue budgets of nine faculties, thousands of current dollars and percentage of nine faculties total, University of Regina, 2014-2018

Faculty	Budget by year		Percentage by year	
	2014-2015	2017-2018	2014-2015	2017-2018
Arts	17,838	16,172	23.1	20.2
Business Administration	6,616	6,729	8.6	8.4
Education	8,492	8,629	11.0	10.8
Engineering	7,983	9,298	10.4	11.6
Kinesiology and Health Studies	5,044	5,652	6.5	7.1
Faculty of MAP	6,309	6,330	8.2	7.9
Nursing	6,556	7,933	8.5	9.9
Science	15,099	45,960	19.6	19.9
Social Work	3,172	3,350	4.1	4.2
Faculties total	77,108	80,054	100.0	100.0
University total	186,723	199,073		
Faculties % of UR total	41.3	40.2		

The budget for the Faculty of Media, Art, and Performance remained approximately the same over the four years. As a percentage of the total budget for the nine faculties shown, this meant a relative decline, from 8.1 to 7.9 per cent. The most notable feature of Table 33 is budget reduction for the Faculty of Arts, a three percentage point reduction over four years. The other two faculties experiencing a relative decline were Business Administration and Education, at one-fifth of a percentage point each. The two faculties with the greatest relative gain were the Faculty of Engineering and the Faculty of Nursing, at just over one percentage point gain for each.

In FAAER, Table 33, it was noted that the teaching faculties have accounted for a diminishing portion of the University of Regina's total budget over the years. Updated information on this is provided in the last row of Table 33. While the difference over four years is not large, these

budget data for the last four years are consistent with earlier patterns. In this case, as compared with 2014-2015, the nine teaching faculties accounted for approximately one percentage point less of the University of Regina budget by 2017-2018. Together with the results from the 2015 report, these data demonstrate a shift of budget resources at the University to the non-academic, support, administrative, and research side of the University.

Arts Education, federated colleges, and Creative Writing

Separate budget data are not publicly available for the federated colleges, Arts Education, or Creative Writing. The information in Section E on Personnel provides a guide as to the relative amount that might be allocated to these units. For Arts Education, and for fine arts in Campion College and Luther College, the number of faculty members remained the same for several years. Since the primary cost of these programs is faculty salaries and benefits, it is likely there has been little change in the financial resources devoted to arts education and the fine arts in these units. The same conclusion can be made for Creative Writing in the Department of English. The primary financial resource devoted to this program is the portion of the salaries and benefits of faculty members who teach in the program. From Table 28, there has been little change in the number of classes offered in recent years.

First Nations University of Canada

At FNUniv, the financial resources devoted to the fine arts have declined in recent years. The number of faculty members in fine arts at FNUniv was reduced from two in 2016 to one in the current academic year. In addition, the Plain Red Art Gallery and the Gallery's Coordinator position were eliminated. As noted in Section E, some FNUniv classes have been delivered by sessional faculty members. In particular, the Theatre class in Prince Albert is offered by a sessional faculty member in the current academic year. While no budget figures are available from FNUniv, and there are still sufficient funds to mount a small fine arts program, the financial resources devoted to the fine arts at the University have been reduced.

University of Saskatchewan

Budget data for departments at the University of Saskatchewan are not generally publicly available but the College of Arts and Science has provided Saskatchewan Arts Alliance with updated budget data for the three fine arts departments (College of Arts and Science, 2018). In Table 34, data are provided on the size of current dollar allocations to the departments for operating (base and temporary), capital equipment, and sessional and term faculty.

The budget for the Department of Art and Art History has been the largest among the three departments, accounting for just over forty per cent of the total in 2016-2017. Music is next at thirty-five per cent and Drama accounts for just under one-quarter of the total (Table 34).

Table 34. Budget of fine arts departments and College of Arts and Science, thousands of current dollars, University of Saskatchewan, 2008-2017

Year	Department			Fine arts total	College of Arts and Science	Fine arts percentage of College
	Art and Art History	Drama	Music			
2010-2011	1,905	1,113	1,564	4,582	53,560	8.6
2011-2012	2,316	1,043	1,604	4,963	57,801	8.6
2012-2013	2,268	1,100	1,684	5,052	62,293	8.1
2013-2014	2,180	1,178	1,860	5,218	63,176	8.3
2014-2015	2,088	1,262	1,903	5,253	63,755	8.2
2015-2016	2,623	1,422	2,034	6,079	72,362	8.4
2016-2017	2,488	1,439	2,138	6,061	75,721	8.0
Increase since 2010-2011	31%	29%	37%	32%	41%	
Average annual increase	4.4%	4.2%	5.2%	4.7%	5.8%	

Each of the departments has experienced increases in resource allocation and, on total, the three departments had an approximately one-third increase in their budget over the seven year period shown. Since 2010, the budget for Music increased the most, followed by Art and Art History and then Drama (second last row of Table 34). For the College of Arts and Science as a whole, increases were somewhat greater; the percentage of the College budget devoted to the three fine arts departments fell by approximately one-half of a percentage point over the five latest years.

The College also provides anywhere from \$500 thousand to \$1 million to each department annually in the form of institutional services such as financial, human resources, utilities, caretaking, and student services (College of Arts and Science, 2018).

In Table 35 the total budget for the three fine arts departments is compared with the University of Saskatchewan budget. From the last column of this table, it is apparent that budgets for the fine arts departments did not keep pace with the growth in the University budget as a whole through 2014-2015. But since then, the relative loss has been recovered and over the last two years, 2015-2017, the share of the fine arts departments was equal to or above the 2008-2009 level of 0.82 per cent. The addition of two new tenure track faculty positions in 2015 (Art and Art History and Drama) appears to have been at least partly responsible for this recovery in the budgets of fine arts departments.

Table 35. Budgets of fine arts departments and University of Saskatchewan, thousands of current dollars, 2008-2015

Year	Fine arts departments	University of Saskatchewan	Fine arts budget total as a percentage of University budget
2008-2009	4,252	516,400	0.82
2009-2010	4,371	552,400	0.79
2010-2011	4,582	597,200	0.76
2011-2012	4,964	652,000	0.76
2012-2013	5,052	699,500	0.72
2013-2014	5,218	729,000	0.72
2014-2015	5,253	761,864	0.69
2015-2016	6,079	715,400	0.85
2016-2017	6,061	750,227	0.81

Writing and Affiliated Colleges

Separate budgets and financial information are not available for the Writing program or for the fine arts component of St. Peter's College and Gabriel Dumont College. Since the major commitment of each of these units to fine arts is the faculty members who teach in the programs, the information on faculty numbers in Section E of this report provides some indication of the level of fine arts financial resources (pp. 58-59).

Kenderdine Art Gallery

The budget for the Kenderdine Art Gallery is part of the budget of the College of Arts and Science. Details concerning the size of the budget are provided in Table 36. Through 2014-2015 the budget included a \$14,000 annual capital equipment allocation associated with the University Art Collection; by 2016-2017 this has been cut to zero. At the same time, the budget for the each of the last two years includes a temporary allocation of just over \$70,000. From Table 36 it can be seen that the budget for the Gallery has generally increased over the nine years. With the temporary allocation over the last two years, in 2016-2017 the budget of the Gallery was about one hundred thousand dollars more than in 2008-2009; in terms of purchasing power (right column) it was about one-third greater.

Table 36. Budget of Kenderdine Art Gallery, College of Arts and Science, thousands of current and constant 2002 dollars, 2008-2017

Year	Budget	
	Thousands of current dollars	Thousands of constant 2002 dollars
2008-2009	175.5	151.4
2009-2010	180.3	154.0
2010-2011	206.8	174.3
2011-2012	198.7	162.9
2012-2013	204.2	164.8
2013-2014	220.8	175.6
2014-2015	212.4	165.1
2016-2017	288.9	220.9
2017-2018	276.8	209.4

Emma Lake Kenderdine Campus. In FAAER, it was noted that the University of Saskatchewan suspended activities at the Emma Lake Kenderdine campus in 2012, for a period of at least three years (p. 57). For this report, the President’s Office of the University of Saskatchewan has provided the following statement (University of Saskatchewan, 2018g).

Emma Lake Kenderdine Campus

University of Saskatchewan President’s Office Statement

Founded in 1932 and situated on the shore of Saskatchewan’s beautiful Emma Lake, the vision for the Emma Lake Kenderdine Campus has grown over the years to be a centre for multi- and interdisciplinary research, teaching, experiential learning, artistic work and retreats for the University of Saskatchewan and the provincial community-at-large.

In 2012, the University of Saskatchewan was, unfortunately, required to suspend formal activities at the Kenderdine Campus due to critical repairs and upgrades needed to the capital structures on the campus. Since that time, the University has been pursuing partnerships with community and business organizations to renew the campus. The University of Saskatchewan is committed to the re-opening of the Emma Lake Kenderdine Campus and it will continue to develop a strategy for its sustainability that balances the original vision while still evolving to meet the teaching, research and community engagement missions of the University of Saskatchewan.

Budget Summary

The most recent two years have been challenging budget years for Saskatchewan universities. And earlier, in 2012, the University of Saskatchewan identified a “structural imbalance in the operating budget.” From 2012 through 2015 the University took measures to reduce costs and diversify revenues (University of Saskatchewan, 2017, p. 18). Since 2013-2014, the provincial government grant and total revenues have increased little at the University. At the University of Regina, the provincial government grant has not increased since 2015-2016 although total revenues increased in 2016-2017. But this was before the 2017 provincial budget, when the province announced a five per cent reduction in base operation funding for post-secondary education institutions (Government of Saskatchewan, 2017).

In light of the above, perhaps the fine arts areas have not fared as badly as they might have. The University of Regina budget for the Faculty of MAP has been unchanged over the last four years, declining slightly as a percentage of the University of Regina budget. At the University of Saskatchewan, the budget allocation for the three fine arts departments and the Kenderdine Gallery increased in recent years. Much of the budget for each of the fine arts areas is composed of faculty members’ salaries. Since such appointments are ongoing, when making these appointments, the university makes a long-term commitment to a certain level of funding for the units and much of this appears to have continued in recent years.

Data in this report do not include the effects of the grant reductions to universities announced in the most recent provincial budget. It is certain that each of the two universities will experience continued fiscal strains for at least the next year or two and undoubtedly these strains will be felt by the fine arts units at each university.

Section G. Conclusion

Over the last two years the situation for fine arts at Saskatchewan universities generally improved. At the University of Regina and its federated colleges, undergraduate student enrolments increased in each of the last two years. At the University of Saskatchewan budgets for the fine arts areas have grown and the number of faculty members has held steady or increased. Graduate programs in fine arts at the two universities have continued to expand in terms of the number of students and the scope of the programs.

But all is not well at the two universities and in the province. The long economic expansion that Saskatchewan experienced through the middle of this decade is on hold and the effects of the reductions in the 2017 provincial budget create further strains in the ongoing operations of the universities. Exactly how these will affect the universities is not clear but point toward problems for the fine arts in the coming years.

In terms of specific changes, fine arts at First Nations University of Canada has been reduced in terms of the number of students, faculty members, and resources. Faculty numbers in the Faculty of Media, Art, and Performance have declined for several years, with Music and Theatre suffering the greatest decline. And while student numbers in fine arts classes and programs at the University of Regina have begun to recover from the decline noted in FAAER, enrolments are still below the level of ten years earlier. The number of fine arts degrees granted is also down. While Arts Education continues to attract many students, numbers there were also lower over the last few years. At the University of Saskatchewan, enrolment has also slipped in some fine arts disciplines. And at each of the University of Regina and University of Saskatchewan, undergraduate fine arts enrolment has not kept pace with growing overall university enrolments.

On the positive side, enrolment in fine arts graduate programs continues to parallel increases in graduate enrolment at each university. New programs at the undergraduate and graduate levels have attracted students at the University of Saskatchewan. And in the Faculty of MAP, the establishment of programs and classes in Creative Technologies has attracted students.

As in the report two years ago (FAAER), the conclusions of this report are mixed in terms of how well fine arts programs at Saskatchewan universities are situated. In spite of the problems, there are certainly many encouraging features to the fine arts record over these two years – growing enrolments and new areas of study at the University of Regina and its federated colleges and strong and growing programs at the University of Saskatchewan and its affiliated colleges. The faculty members and programs at each institution form the basis for future stability or growth of fine arts programs at the universities. It is to be hoped that these programs will continue to attract students and will be adequately supported by each of the institutions in the coming years.

Appendix -- Notes on Tables

Degrees

Table 1a. Includes degrees awarded by the University of Regina for students who were registered at the University or one of its three federated colleges. The totals include certificates but the degrees are primarily bachelors – the number of certificates in MAP averages less than one per year. For purposes of Tables 1a, 2a, 2, and 3, certificates have been included in the Bachelors total. In 2017, for the university as a whole, approximately twenty per cent of the total number of undergraduate convocations were certificates and diplomas. Most bachelor's degrees are now in four year programs, with occasional three year bachelor's degrees. 2001 to 2007 data are from FAAER, Table 1; 2008 to 2017 are from ORP, 2017a and 2017b.

Table 1b. 2001 to 2009 data come from FAEER, Table 1. 2010 to 2017 data were obtained from University of Regina semi-annual convocation programs (University of Regina, 2001-2017) and these data match those in ORP, 2018b. The graduate degrees granted were MFA in Drawing and Intermedia (1 – included in Visual Arts), Interdisciplinary (8), Media Production (8), Theatre (3), and Visual Arts (20); MA in Interdisciplinary (8), Media Studies (2), Musicology (1); Master of Music (2); Ph.D. in Musicology (1).

Table 2a and 2b. Through 2015, data were obtained from ORP, 2015a. 2016 and 2017 data were obtained from University of Regina semi-annual convocation programs (University of Regina, 2001-2017). These data generally match those in ORP, 2018g although there may be minor differences in terms of classification. The three certificates are included in the BA numbers.

Table 3. 2001-2010 come from FAAER, Table 3 and those data come from ORP, 2015b. 2011-2017 data come from semi-annual convocation programs (University of Regina, 2001-2017). Again these generally match the numbers in ORP, 2018g with minor differences as a result of classification. The BFA is currently available in the areas of Indigenous Fine Arts, Film, and Visual Arts (University of Regina, 2017a, p. 199). In 2012 the Department of Theatre suspended admissions to the BFA in Theatre Performance and Design / Stage Management, effective January 1, 2013 (SAA, 2012; University of Regina, 2013a, p. 215).

Table 4. In the bottom row, the average for Drama through Visual Arts is for 2001-2016 only. Data on areas of concentration in 2017 are not available. Data for 2001 through 2015 are from FAAER, Table 4. For 2016 and 2017, data were obtained from the University or Regina semi-annual convocation programs (University of Regina, 2001-2017). The total number of degrees from the Faculty of Education was obtained from ORP, 2017b.

Table 5. Detailed annual numbers were provided in FAAER, Table 5 so here only the annual averages for each of the three five-year periods 2001-2005, 2006-2010, and 2011-2015 are shown. For 2001 through 2015, the number of BFA and BA degrees in fine arts is taken from FAAER, Table 5. 2016 and 2017 data are from the semi-annual convocation programs (University of Regina, 2001-2017). FNUUniv totals come from FAAER, Table 5 for 2001 through 2015 and from ORP, 2017c for 2016 and 2017. Note that these totals include certificates and diplomas in addition to bachelor's degrees. In the 2017 convocations, there were at total of eighty-nine bachelor's degrees and fifty-two certificates and diplomas from FNUUniv.

Tables 6a and 7. Data for 2006-2013 come from FAAER, Tables 6 and 7. 2014 through 2017 data are from ICT, 2017a using *Report Options – Degree Level and Major*, and *Degree Level and College*.

Table 6b. 2006-2013 data come from ICT, 2015; 2014 through 2017 data are from ICT, 2017a using *Report Options – Degree Level and Major*.

The degrees included in each category in Table 6b are as follows:

College of Arts and Science (University of Saskatchewan, 2018a)

Art and Art History: Bachelor of Arts Three-Year, Art History, Studio Art; Bachelor of Arts Four-Year, Art History, Studio Art; Bachelor of Arts Honours, Art History, Studio Art; Bachelor of Fine Arts, Studio Art; Bachelor of Arts Double Honours combining Art History, Studio Art, or other majors.

Drama: Bachelor of Arts Three-Year, Drama; Bachelor of Arts Four-Year, Drama; Bachelor of Arts Honours, Theatre History; Bachelor of Fine Arts, Drama – Acting or Design; Certificate in Aboriginal Theatre.

Music: Bachelor of Arts Three-Year, Music; Bachelor of Arts Four-Year, Music; Bachelor of Arts Honours – Music; Bachelor of Music Individualized; Bachelor of Music Performance Honours; Bachelor of Music (Music Education); Certificate in Jazz.

College of Education (University of Saskatchewan, 2018f)

Art: Bachelor of Education, Art.

Drama: Bachelor of Education, Drama.

Music: Bachelor of Education, Music; Bachelor of Music, Music Education.

Graduate (University of Saskatchewan, 2018a)

Master of Arts, Art History; Master of Fine Arts, Studio Art; Master of Fine Arts, Writing; Master of Arts, Drama; Master of Arts (musicology); Master of Music (composition, music theory, or performance).

Enrolments

Tables 8-10. Data on the number of students registered were obtained from ORP, 2016a through 2016d and ORP, 2017a through 2017l. Unless otherwise specified, data on student registration refer to the Fall Term of each year, obtained on the date of the National Fall Count at the end of the fourth week of classes – generally early October (ORP, 2018c). Data are not provided for years before 2006 or 2007 – different data sources led to inconsistency in numbers and the earlier numbers reported in FARSU and FAAER remain unchanged in any case.

Table 8a. The number of full-time equivalent students, or FTEs, is calculated using the formula $FT + (PT/3.5)$, where FT is the number of full-time students and PT is the number of part-time students. Data come from FAAER, Table 8 for years 2006-2015. 2016 and 2017 data come from ORP, 2016a, 2017d.

Table 8b. The number of first term and continuing students is the total number of students, both full-time and part-time. Data come from ORP, 2017f.

Table 8c. The data in this table, obtained from ORP, 2018a, appear to be generally representative of the majors that undergraduate students had selected as of the date of Fall Term student headcount. The exact numbers should be treated with caution. While MAP is a departmentalized faculty, there are several courses, majors, and faculty members that are not part of any single department or cut across departments – eg. a major in Fine Arts, MAP, or Creative Technologies. In addition, students can declare more than one area of concentration for their undergraduate program. When providing these data the Office of Resource Planning indicated that the department associated with the student majors was not always clear. In constructing Table 8c, the following decisions were made concerning classification. If only one major was indicated, students were classified into that major. For students indicating two majors or areas of concentration, the first major was generally considered to be their department or area of study. However, for students where the first major indicated was Fine Arts or MAP, and who also declared a second major in a specific department in MAP, the second major was considered to be the area of study. For the column FA/CT, the numbers represent students who indicated one of Fine Arts, MAP, or Creative Technologies as the only area of study in MAP. Most of the students in the table were in a BA, BA Honours, BFA, BMUS, or BMUSED program. Over the seven years, there were also twenty-three students with a major in a certificate program. As can be seen in the second last column on the right of the table, there were considerable numbers of students with undeclared majors as of the Fall Term headcount each year. The *Undeclared* column also includes seventy-four students over the seven years who were undecided as to major or were exchange or special students in MAP or did not have a specific area designated. Contact the author of this report for more information concerning exact classification of students.

Table 9a. 2006-2014 data come from ORP, 2015d; 2015-2017 data are from ORP, 2017e.

Table 9b. 2011 data come from ORP, 2016d; 2012-2017 data are from ORP, 2017h.

Table 10a. Data for 2007-2015 came from FAAER, Table 10; 2016 and 2017 data are from ORP, 2017j, 2017k.

Table 10b. Data for this table for 2007 through 2010 come from ORP, 2011; for 2011 through 2017 the data come from ORP, 2018b. The two data sources are inconsistent for the year 2011 so the more recent source is used for 2011 – data before 2011 may not be exactly comparable to data from 2011, although differences are small. The same difficulty concerning classification as that for Table 8c exists for this table. Graduate students were classified into first program area listed except for those in Interdisciplinary Studies. The latter were classified into the second program area if that was in MAP, otherwise they were considered to be in Interdisciplinary Studies. Degree programs were MA, MFA, or MMUS, with a few in Interdisciplinary Ph.D. programs (one in 2012, two each in 2013 through 2016, and four in 2017). MPS includes those in the MFA in Film and Video and Media Production and the MA in Media Studies offered through the Department of Film (Faculty of Media, Art, and Performance, 2018c).

Tables 11 and 12. Data are from information provided by Faculty of Education, 2018b. Total Education registration in Table 11 is the total number of FTEs, from ORP, 2017e. Data for EMUS were unavailable prior to 2014-2015, and were not included in FAAER, Table 12; in this report, Table 12 contains data for only the last four years and data for the current year, 2017-2018, refer only to numbers for the Fall Term. The data in Table 12 are the total enrolments for all classes of each area of concentration at the 100 through 400 level for each academic year.

Table 13. Data were obtained from Department of English, University of Regina, 2017-2018.

Table 14. 2006-2011 data come from FAAER, Table 14. 2012-2017 data come from ORP, 2017i and 2017j. Registration in years prior to 2006 is available in FAAER, Table 14. As reported in FAAER, there were some inconsistencies in the data before and after 2006; since 2006 the data are consistently reported by ORP.

Tables 15-17. Data through 2017 were obtained from ICT, 2017b for enrolment by student major, where *Major* is cross-classified by *Level* and by *College*. The data in Tables 15-17 reflect student enrolment for the Fall Term of each year. The number includes “All students enrolled in at least one class during September to December, based on the Fall Census Date that occurs in October of each year.” (ICT, 2017d).

Note that these data differ from what were presented in FAAER, Tables 15-17. In that report, the ICT unit of the University of Saskatchewan provided figures on the enrolment for the Fall Term and Winter Term combined, data that are no longer being produced by ICT. Current data are available only for either the Term or Academic Year and may differ from those in FAAER for all years. To provide a data series that is comparable over the years from 2005 to 2015, Tables 15-17 in this report refer to the Fall Term only. Since these data refer only to one term, they are generally lower than those in the comparable FAAER tables. However, differences are small and trends are much the same.

One further change in the current tables is that the major *Aboriginal Theatre* is included in the undergraduate Drama total. This is a new program being offered by the Department of Drama and enrolment numbers for Drama in Table 15 include the numbers reported for the Drama major along with those in Aboriginal Theatre. Enrolment in Aboriginal Theatre was 3 in each of 2015 and 2016 and 2 in 2017.

For undergraduates in Table 15, majors are as follows:

College of Arts and Science

Art includes Art, Art History, and Studio Art.

Drama includes Aboriginal Theatre

Music includes Music and Music Education

College of Education

Art includes Art, Arts Education, and Visual Arts

Drama

Music

For graduate enrolment in Table 17, the majors are as follows: Art and Art History includes Studio Art and Special Case – Art History; Drama; Music includes Composition, Music, Music Theory, Performance, and Special Case – Music; and Writing.

Total enrolment at the University of Saskatchewan excludes enrolment in non-degree and clinical programs, that is, only undergraduate or graduate enrolments for the Fall Term are included in the University of Saskatchewan totals in Tables 15-17.

Table 18. Data by department or area are undergraduate credit hours for the Faculty of MAP and the federated colleges including FNUUniv. Data by year differ from Table 18 in FAAER since both undergraduate and graduate credit hours taught were reported there. The Indigenous Art teaching credits are at FNUUniv and these also include Indigenous Art History. For 2016-2017, the total teaching credits of 11,558 exceed the sum of departments/areas by 474 credit hours that were not classified into an area. Fine Arts credit hours from 2005-2006 through 2011-2012 were considered *Fine Arts*; from 2012-2013 through 2015-2016 this category included both *Fine*

Arts and *CTCH* (Creative Technologies). Beginning in 2016-2017 all teaching credits were *CTCH*. 2007-2017 data come from ORP, 2018e.

Tables 19-20. Data come from ORP, 2018e. Graduate credit hours in Table 20 were primarily taught in the Faculty of MAP; graduate credit hours taught through the federated colleges averaged 7.8 per year from 2007 through 2017 – 3.3 per year at Campion College and 4.5 per year at Luther College.

Table 21. Data come from OPR, 2018e. Film and Music are not included since there were no FNUniv classes in these disciplines since 2010-2011. The annual totals for 2007-2008 through 2011-2012 include Film credit hours of 42, 0, 96, and 84 and Music credit hours of 30, 39, 33, and 51 over the years 2007-2008 through 2010-2011, respectively.

Tables 22-24. Data on 3 CUEs through 2013-2014 are from FAAER, Tables 22-24. Data for 2014-2017 come from ICT, 2017c and the totals for the College of Arts and Science and the University from ICT, 2017e. Note that the 3 CUEs reported in Table 24 are totals of both undergraduate and graduate 3 CUEs. Given that most teaching is to undergraduate students, the trend and patterns of the data in Table 24 primarily describe undergraduate 3 CUEs. For each of these tables, data for 2017-2018 were obtained in November 2017. It may be that the 3 CUEs reported in November are not inclusive of all 3 CUEs for the current academic year, so these numbers may increase once the academic year has concluded.

The number of 3 CUEs for the MFA program in Writing is not reported in Table 23 since these data were not available from the ICT sources. However, given that the Writing program accounts for approximately one-half of all fine arts graduate students (Table 17), it is reasonable to conclude that the number of 3 CUES in Writing from 2012-2013 to 2017-2018 are in the range of 25 to 30 per year. Enrolment in the Writing program has been steady at 13-14 per year and this is a two-year graduate program with five classes of three credit hours each being required (seminars and thesis are also required). If one-half of these students are admitted each year and each is taking four or five classes per year, this would amount to approximate six or seven times four or five. Finally, from University of Saskatchewan, 2018d, where spaces in graduate classes that are being offered are shown, data for 2017-2018 point toward there being approximately thirty 3 CUEs. Whether the latter source would match ICT data is uncertain. However, from these considerations, total graduate level 3 CUES in Writing could double the totals given in Table 23.

Table 25. The primary source of data is ICT, 2017c, using the annual totals of 3 CUEs for the *Affiliated* category. This source provides the total number of 3 CUEs but does not distinguish among the affiliated colleges. From University of Saskatchewan, 2018d, it appears that in the fine arts area, St. Peter's offers Art and Art History, Drama, and Writing classes; and Gabriel

Dumont offers Drama classes. Other affiliated colleges do not appear to offer fine arts classes. From University of Saskatchewan, 2018d, Gabriel Dumont offered three Drama classes in each year since 2014-2015 (for a total of 12 classes) and St. Peter's offered five Drama classes between 2014-2015 and 2016-2017, with no Drama classes offered in the current year. Information about Writing and Drama 3 CUEs at St. Peter's was obtained from Langhorst, 2018. Also note that FAAER, Table 25 was incorrect in that it did not include Gabriel Dumont classes.

Personnel

Table 26. For 2017-2018, the number of faculty and other positions was obtained from the web site of the Faculty of Media, Art, and Performance (2018b). Data for earlier years come from FAAER, Table 17. The units, number of positions, and last names of the faculty members are as follows. I denotes Instructor and LI Laboratory Instructor. Note that one Laboratory Instructor position is included in Table 26, whereas it was not included in FAAER.

Current Faculty positions:

Creative Technologies and Interdisciplinary (4) – Caines, Marsh, Rogers, Smith

Dean (1) – Staseson

Film (9) – Abbott, Campbell (LI), Petty, Ramsay, Rollo, Saul, Stockton (I), Stojanovic, Wihak

Music (5) – Ghiglione, Gregorio, Perron, Pridmore, Vanderkooy

Theatre (5) – Bracht, Hales (I), Handerek, Irwin, Pearce

Visual Arts (8) – Chambers, Farrell-Racette, Garneau, Horowitz, Robertson, Streifler, Truszkowski, Whalley

For 2017-2018, twenty-nine of the positions are professorial (Lecturer to Professor) and three are Instructors.

Non-academic and other positions:

Applied Music Instructors (13). Part-time.

Administrative Assistants (10).

Artist-in-Residence (3) – Baerwaldt, Bird, Bristol

Technician and other (13). Some may be part-time.

Federated Colleges

Campion (2) – Groenveld (Theatre), Mather (Film)

Luther (2) – Freddolini (Art History), Reul (Music)

First Nations University of Canada (FNUniv, 2018a)

First Nations University (1) – Peyachew (Indigenous Fine Arts)

Faculty of Education, Arts Education (5). Faculty of Education (2018a). McNeil (Literature), Morstad (Music), Ricketts (Arts, Dance), Schroeter (Drama), Triggs (Arts)

Table 27. Filled positions are those in the professorial ranks (Lecturer through Professor), Instructor, and Lab Instructor. The data in this table are not directly comparable to those in Table 26. The report from which these data were obtained notes that “Data on those holding academic administrative positions currently out-of-scope (deans, assistant and associate deans, vice-presidents) and those on long-term disability are not included.” Data were obtained from University of Regina, 2013b, Table 1 (A) and 2017b, Table 1B and p. 1.

Table 28. Data for 2016-2018 were obtained from Department of English, University of Regina, 2017-2018; earlier data come from FAAER, Table 28.

Tables 29a, 29b, and 30. The numbers in these tables come from ICT, 2017f. Note that the numbers in Tables 29a and 30 may differ slightly from those in FAAER, Tables 29 and 30 since ICT data have been revised. The method used for these tables is the same as noted in FARSU, p. 52. That is, the numbers for fine arts represent the totals from the Departments of Art and Art History, Drama, and Music; the University of Saskatchewan numbers represent the total for all departments and units at the University. While the ICT tables do not include the terms *permanent complement* or *teaching FTEs*, these were used in the earlier reports, FARSU and FAAER and are used here in order to provide data comparable to those of the earlier reports. The permanent complement of faculty members is the number for the *Employee Category/Employee Status – Faculty & Librarians – Total*. The teaching FTEs is the sum of *Faculty & Librarians – Active* and *Sessional Lecturers – Active* (ICT, 2017f). The permanent complement provides a measure of continuing commitment of the University to the department. While faculty members may go on leave, have sabbaticals, be seconded, etc., each permanent complement is an ongoing budgetary item for the University. An increase in the permanent complement indicates a greater commitment of funds and resources on the part of the University to the department and a decline in the permanent complement indicates a reduced commitment to the department. The total teaching FTEs provide an index of the teaching resources available to a department in any year. Most of these are ongoing (permanent faculty members teaching in the department during the year) and some are faculty members with sessional or term appointments. Total employment represents the total of faculty and other academic staff, as well as non-academic staff in administrative, research, and support activities and areas.

Writing. Information from Department of English, University of Saskatchewan, 2018; Parkinson, 2017; and class scheduling information from University of Saskatchewan, 2018d.

St. Peter’s. Information obtained from St. Peter’s College, 2018b. The last names of the faculty members who are listed on the web site as teaching one or more classes in fine arts are as follows.

Art and Art History – Hunker, McConnell
 Creative Writing – Burke, Casey, Hobsbawn-Smith, Langhorst, Safarik
 Drama – Ferguson

Gabriel Dumont. Information obtained from University of Saskatchewan, 2018d. The instructors for the Drama classes in 2017-2018 are as follows.

Drama – Dicke, Montalbetti

Financial Resources

Table 31. Budget information comes from the annual *Budget Book* (University of Regina, 2014a; 2015b; 2016d, pp. 2-3, 35-38; 2017c, pp. 2-3, 35-38) and the *Comprehensive Budget Plan* for each year (University of Regina, 2014b, p. 9; 2015c, p. 8; 2016e, p. 4; 2017d, p. 4). For the Faculty of MAP, the current dollar values are the amounts in *Operating Expenditure Budget* minus the amounts shown in the *Operating Revenue/Recoveries Budget*. Figures from the Comprehensive Budget Plan are as follows. For 2014-2015, the University of Regina total of \$186,723 thousand is total revenue (\$200,231 thousand) minus cost recoveries (\$13,508 thousand). For 2015-2016, the figures are total revenue of \$207,060 thousand minus cost recoveries of \$14,602 thousand. For 2016-2017, revenue is \$214,904 thousand minus cost recoveries of \$15,322 thousand; for 2017-2018, revenue is \$216,450 thousand minus cost recoveries of \$17,377 thousand.

The constant 2002 dollars figures are the current dollar figures adjusted by the Consumer Price Index for Saskatchewan, All Items (Statistics Canada, 2018), with the 2014 CPI used for the 2014-2015 budget, through to the 2017 CPI used for the 2017-2018 budget.

Table 32. The data come from the annual *Budget Book* ((University of Regina, 2014a, 2015b, 2016d, 2017c) and are rounded to the nearest thousand dollars. The amounts shown here differ from those in Table 31 since these are the *Operating Expenditure Budget* figures for units in the Faculty of MAP, with recoveries not deducted from the expenditure amounts as in Table 31. For 2017-2018, *Other* includes the Student Program Centre (\$8,500), Interdisciplinary Programs (\$32,500), Chamber Choir (\$2,500), Concert Choir (\$2,500), Orchestra (\$2,100), Jazz Ensemble (\$2,500), Concert Band (\$2,500), Wind Ensemble (\$2,500), and Piano Technical Services (\$1,500), Visual Resources Centre (\$4,475), Materials Store (\$93,322), and Box Office (\$69,605). Amounts for each of these were much the same from year to year except for the Visual Resources Centre, which was reduced from \$111,090 in the 2014-2015 budget.

In Table 33, the budget by faculty is the *Base Budget Expenditure* minus *Base Budget Revenue/Recoveries* (see notes to Table 31). Note that in FAAER the Faculty of Nursing was not included in the Faculties total of Table 33 (third last row) whereas it is included in this table.

Tables 34-36. Budget data come from material provided to the Saskatchewan Arts Alliance – see College of Arts and Science, 2013, 2015, 2018. For Table 34, the *Totals* allocation is the amount shown for each department – this is the sum of the operating allocation (base budget and temporary), the allocation from the Divisional Budget (i.e. sessionals and terms), and the capital equipment allocation. For the College as a whole, the sums shown are the *College operating allocation*. Budget data for the Kenderdine Gallery were provided in the same source documents.

Table 35. The budget totals for the University of Saskatchewan are the amounts listed as *Revenues - General* in Statement 2 of the annual *Consolidated Financial Statement of the Annual Report* of the University (University of Saskatchewan, 2013-2016).

References

The following abbreviations appear in the references and throughout this report.

FARSU	Fine Arts Resources at Saskatchewan Universities – 2014
FAAER	Fine Arts and Arts Education Resources at Saskatchewan Universities – 2015
FNUniv	First Nations University of Canada
ICT	Information and Communications Technology, University of Saskatchewan
ORP	Office of Resource Planning, University of Regina
SAA	Saskatchewan Arts Alliance

College of Arts and Science. 2013. *Resources Allocated to Fine Arts*. Data provided to Saskatchewan Arts Alliance by the College of Arts and Science, University of Saskatchewan, June 11, 2013.

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