

Fine Arts and Arts Education Resources at Saskatchewan Universities: 2022

Ariana Malthaner
research@saskartsalliance.ca

A report prepared by the Saskatchewan Arts Alliance



**Saskatchewan
Arts Alliance**

Table of Contents

Table of Contents	i
Acknowledgements	iii
Abbreviations	iv
Table of Figures	v
Introduction	1
Summary	2
1. Degrees	4
1.1 University of Regina	4
1.1.1 Undergraduate Degrees	4
1.1.2 Graduate Degrees	5
1.1.3 Bachelor’s Degrees: Type and Source	6
1.1.3.1 Arts degrees by Major – MAP	9
1.1.3.2 Arts Education	10
1.3.3 First Nations University of Canada	11
1.2 University of Saskatchewan	11
1.2.1 Undergraduate degrees	13
1.2.2 Graduate degrees	15
1.2.3 Bachelor’s Degrees: Type and Source	16
1.3 Summary	17
2. Student Enrolment	19
2.1 Student Registration	19
2.1.1 University of Regina	19
2.1.1.1 Undergraduate Registration	19
2.1.1.2 Graduate Registration	25
2.1.1.3 Arts Education	26
2.1.1.4 First Nations University of Canada	29
2.1.1 University of Saskatchewan	30
2.1.2.1 Undergraduate	30
2.1.2.2 Graduate registration	33
2.2 Credit Hours	33
2.2.1 University of Regina	34
2.2.1.1 Undergraduate credit hours taught	34

2.2.1.2 First Nations University of Canada	38
2.2.2 University of Saskatchewan.....	39
2.2.2.1 Undergraduate CUE.....	40
2.2.2.2 Graduate CUE.....	41
2.2.2.3 Affiliated Colleges of the University of Saskatchewan: St Peter’s and Gabriel Dumont College	43
2.3 Summary.....	44
3. Personnel	46
3.1 University of Regina	46
3.2 University of Saskatchewan	49
4. Financial Resources.....	54
4.1 University of Regina	54
4.2 University of Saskatchewan	56
4.2.1 Kenderdine Art Gallery	58
4.3 Summary	59
Conclusion.....	61
References	63

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Abbreviations

BA	Bachelor of Arts
BEd	Bachelor of Education
BEAD	Bachelor of Education After Degree
BFA	Bachelor of Fine Arts
BMUS	Bachelor of Music
BMUSED	Bachelor of Music Education
FARSU	Fine Arts Resources at Saskatchewan Universities – 2014
FAAER	Fine Arts and Arts Education Resources at Saskatchewan Universities – 2015
FAAERSU	Fine Arts and Arts Education Resources at Saskatchewan Universities 2018 Update
FNUniv	First Nations University of Canada
IA	Indigenous Art
IAH	Indigenous Art History
IFA	Indigenous Fine Arts
ICT	Information and Communications Technology, University of Saskatchewan
MA	Master of Arts
MAPS	Faculty of Media, Art & Performance, University of Regina
MFA	Master of Fine Arts
ORP	Office of Resource Planning, University of Regina
SAA	Saskatchewan Arts Alliance
U of R	University of Regina
U of S	University of Saskatchewan

Table of Figures

Table 1a: Annual number of undergraduate degrees, Media, Art, and Performance and University of Regina (including federated colleges) 2001-2021	5
Table 1b: Annual number of graduate degrees, MAP, Creative Writing, and University of Regina, 2001-2021	6
Table 2a: Type of MAP bachelor’s degree, University of Regina 2001-2021.....	7
Table 2b: Annual number of MAP undergraduate degrees by federated college and Faculty of MAP, University of Regina, 2001-2021	8
Table 3: Major of MAP bachelor’s degrees, University of Regina (including federated colleges), 2001-2017	9
Table 4: Annual number of arts education degrees and total undergraduate degrees, Faculty of Education, University of Regina, 2001-2021	10
Table 5: Annual number of undergraduate degrees in fine arts, First Nations University of Canada (FNUniv), 2001-2021	11
Table 6a. Annual number of undergraduate degrees, fine arts, arts education, and University of Saskatchewan, 2006-2017	13
Table 6b: Annual number of graduate degrees, fine arts and University of Saskatchewan, 2006-2021	15
Table 7: Number of undergraduate degrees in fine arts and arts education by major, University of Saskatchewan, 2006-2021	16
Table 8a: Undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2006-2021	20
Table 8b: First term and continuing undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2011-2021	21
Table 8c: Undergraduate student registration by major or area, MAP (including federated colleges), Fall Term, 2011-2021	22
Table 9a: Full-Time Equivalent (FTE) undergraduate registration in fine arts, Faculty of MAP and federated colleges, University of Regina, Fall Term, 2006-2021	23
Table 9b: First term undergraduate registration in fine arts, federated colleges and Faculty of MAP, University of Regina, Fall Term, 2011-2021	24
Table 10a: Full-time and part-time graduate student registration, MAP and University of Regina, Fall Term, 2007-2021	25
Table 10b: Graduate student registration by department or program area, MAP, Fall Term, 2011-2021 ..	26
Table 11: Fall Term student registration, Arts Education and Faculty of Education, 2006-2021.....	27

Table 12: Arts Education undergraduate enrolments by area 2014-2017.....	28
Table 13: Undergraduate and graduate enrolment in classes and number of classes, Creative Writing, Department of English 2010-2018	28
Table 14: Undergraduate student registration in MAP and total, First Nations University of Canada, Fall Term, 2006-2021	29
Table 15: Fine arts and arts education undergraduate registration, College of Arts and Science and College of Education, University of Saskatchewan, Fall Term, 2005-2021	30
Table 16: Fine arts and arts education undergraduate registration, total and percentage of total, University of Saskatchewan, Fall Term 2005-2021	32
Table 17: Graduate registration, fine arts and total, University of Saskatchewan, Fall Term, 2005-2021	33
Table 18: Undergraduate registered credit hours taught by department area or area of MAP (including federated colleges,) University of Regina 2007-2012	35
Table 19: Undergraduate MAP credit hours taught in Faculty of MAP and federated colleges, and University of Regina total, 2007-2021	36
Table 20: Graduate credit hours taught by department or area in the Faculty of MAP and at the University of Regina, 2007-20122	37
Table 21: Fine arts credit hours taught by area, First Nations University of Canada, 2007-2022	39
Table 22: Annual undergraduate three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, University of Saskatchewan, 2005-2021	40
Table 23: Annual graduate three credit unit equivalents (3 CUEs), fine arts departments, University of Saskatchewan, 2005-2021	41
Table 24: Annual three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, and University of Saskatchewan, 2005-2021	42
Table 25: Three credit unit equivalents (3 CUEs)and number of classes in fine arts, St. Peter’s College and Gabriel Dumont College, 2014-2022	44
Table 26: Annual number of faculty positions in the Faculty of Media, Art and Performance, by department or area, University of Regina, 1995-2021.....	46
Table 27: Number of filled academic positions, Faculty of Media, Art, and Performance and University of Regina, 2010-2020	47
Table 28: Creative Writing Classes, Department of English, Unviersity of Regina 2010-2018.....	49
Table 29a. Annual permanent faculty complement and total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021	50

Table 29b. Annual Sessional Lecturer (SL) FTEs and percentage of total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021	51
Table 30: Annual permanent faculty complement and total employment FTEs, fine arts departments, and University of Saskatchewan, 2000-2021	52
Table 31: Budget of Faculty of Media, Art, and Performance and University of Regina, current and constant 2002 dollars, 2014-2022	54
Table 32: Expenditure budget in thousands of current dollars, Faculty of Media, Art, and Performance, University of Regina, 2014-2022	55
Table 33: Expenditure minus revenue budgets of nine faculties, thousands of current dollars, and percentage of nine faculties total, University of Regina, 2014-2022	56
Table 34: Budget of fine arts departments and College of Arts and Science, thousands of current dollars, University of Saskatchewan, 2008-2022	57
Table 35: Budgets of fine arts departments and University of Saskatchewan, thousands of current dollars, 2008-2021	58
Table 36: Budget of Kenderdine Art Gallery, College of Arts and Science, thousands of current and constant 2002 dollars, 2008-2022	59

Introduction

This report is an update and extension upon the 2018 report, *Fine Arts and Arts Education Resources at Saskatchewan Universities – 2018 Update* (FAAERSU,) which in turn was an update and extension of the 2015 report *Fine Arts and Arts Education Resources at Saskatchewan Universities: An Analysis of Trends* (FAAER.) Both reports build upon the initial study *Fine Arts Resources at Saskatchewan Universities: An Analysis of Trends 1995-2013* (FARSU.) All three reports were completed on behalf of the Saskatchewan Arts Alliance (SAA.)

This report builds upon the previous studies in collecting longitudinal data, and making observations on the landscape of fine arts programs in universities in Saskatchewan. The aim of the study is to document the changes to and current state of fine arts programming in Saskatchewan universities, without making any judgements or claims regarding the perceived adequacy of the resources available to fine arts programs at universities in Saskatchewan. The intention is to provide the data in the hopes that it will be useful to other researchers and interested parties.

For the ease of the reader, this report is parallel in structure to both FAAER and FAAERSU, and utilises the same abbreviations as FAAERSU. In addition, the numbers of the tables correspond to both previous studies, including the additional tables supplied by FAAERSU. There are, in a few instances, tables in which new data was not provided. In such cases, the table with the 2018 data has been included in order to maintain consistency with FAAERSU, though no new data has been provided, and this has been noted.

Section 1 through Section 4 provide detailed data and analysis of degrees awarded, student enrolment – including registration and credit hours taught – as well as employed personnel and budgets. Section 1 provides data on the conferred degrees at both the undergraduate and graduate level in fine arts programming at Saskatchewan universities. Section 2 delves into student enrolment, the number of students registered in fine arts programming and credit hours taught. Section 3 and Section 4 look at the resources available to fine arts programs at Saskatchewan universities, discussing personnel and financial resources respectively. Methods and sources are provided where necessary, as well as in the final section of the report: References.

Summary

Undoubtedly, over the last few years since the previous report, the greatest challenge faced by Saskatchewan universities was the unprecedented COVID-19 pandemic, which had a dramatic effect on higher education globally.¹ Saskatchewan universities were not immune to the effects of the pandemic, and during 2020 were forced to adapt to rapidly changing circumstances. Universities were forced to move classes online,² and to alter grading and grading expectations³ to accommodate for the challenges of online learning.

Universities across Canada, including Saskatchewan universities, were concerned about funding and the financial future,⁴ partially due to the fact that over the last decade Canadian universities have increasingly relied on international student tuition as a source of revenue,⁵ and border closures and limited travel led to a 17% decline in international student enrolment in 2020.⁶

Despite these concerns, and some universities even offering tuition freezes,⁷ Canadian universities reported record-high surpluses in revenue during the 2020-2021 academic year, amounting to a \$7.3 billion surplus across the country.⁸ Universities in Saskatchewan reported revenues of over \$1.55 billion for the 2020-2021 year, up from just \$1.39 billion in 2019-2020, and \$1.47 billion in 2018-2019.⁹ Expenditures totalled \$1.33 billion in 2020-2021, \$1.40 billion in 2019-2020 and \$1.40 billion in 2018-2019,¹⁰ meaning that in 2020-2021, Saskatchewan universities collectively had a surplus of \$221 million.

The existence of this surplus is not evident in the budgets of fine arts programs. In both the University of Regina (U of R) and the University of Saskatchewan (U of S,) fine arts programs have received slight increases to their budgets, and in the case of U of R, have kept pace with the overall growth of the university, while U of S has seen a decline. The U of R has seen a declining number of faculty members, while the U of S has seen an increase in faculty but a decrease in total employment.

¹ cf. Abdrasheva, Dana, Mauricio Escribens, Emma Sabzalieva, Daniele Vieira do Nascimento, and Clarisa Yerovi. 2022. [Resuming or reforming? Tracking the global impact of the COVID-19 pandemic on higher education after two years of disruption](#). Paris: United Nations Educational, Scientific and Cultural Organization.

² Eneas, Bryan. [“U of S to move to online classes, U of R to cancel non-essential and off-campus events.”](#) *CBC News*. March 13 2020.

³ [“Saskatchewan universities decide on grading after COVID-19 disrupts semester.”](#) *CBC News*. March 30 2020.

⁴ Benning, Kyle. [“University of Saskatchewan managing coronavirus impact heading into fall semester.”](#) *Global News*. June 29 2020.

⁵ Matias, Christopher, Andrija Popovic, and André Lebel. 2021. [“Projected Financial Impact of the COVID-19 Pandemic on Canadian Universities for the 2020/21 Academic Year.”](#) *Statistics Canada*.; Statistics Canada. 2021. [“Prior to COVID-19, international students accounted for the growth in postsecondary enrolments and graduates.”](#)

⁶ ICEF Monitor. [“Canada’s foreign enrolment fell nearly 17% in 2020.”](#) March 10 2021.

⁷ Giles, David. [“University of Saskatchewan freezes tuition in 2020-21 for most programs.”](#) *Global News*. May 11 2020.

⁸ Statistics Canada. 2022. [“The impact of the COVID-19 pandemic on university finances for the 2020/2021 fiscal year.”](#)

⁹ Statistics Canada. [Table 37-10-0026-01 Revenue of universities by type of revenues and funds \(in current Canadian dollars\) \(x 1,000\)](#)

¹⁰ Statistics Canada. [Table 37-10-0027-01 Expenditures of universities by type of expenditures and funds \(in current Canadian dollars\) \(x 1,000\)](#)

Overall, the number of undergraduate degrees in fine arts appear to be on the decline across universities in Saskatchewan, though the affects of the pandemic may have obscured the data for the last two years. Future study will show if the pandemic caused any anomalies or if this is evidence of a longer-term trend. Graduate programming has remained consistent, and has kept pace with the growth of the universities as a whole.

Despite enrollment in the fine arts majors, and therefore awarded degrees, appearing to decline, enrollment in fine arts credit hours are on the rise at Saskatchewan universities, which may be a positive indicator for the future of fine arts degrees.

1. Degrees

The following sections serve to provide information on the number of degrees at both the undergraduate and graduate levels conferred in fine arts in the Spring and Fall convocations of the examined universities

1.1 University of Regina

Undergraduate fine arts students at the University of Regina are registered either through the Faculty of Media, Art and Performance (MAP)¹¹ or through one of the three federated Colleges: Champion College, First Nations University of Canada, or Luther College. All degrees are granted by the University of Regina. Higher level degrees in fine arts are available through the Faculty of Graduate Studies and Research, with the faculty of MAP providing the graduate teaching and advising.

The subsequent data includes all degrees awarded in fine arts from the University of Regina, including those granted by the federated colleges. Tables 2b and 5 provide a more detailed breakdown of the data of the federated colleges. The data presented in the below tables refer to the number of conferred degrees in the University of Regina's Spring and Fall convocations.

1.1.1 Undergraduate Degrees

As demonstrated in Table 1a below, the number of undergraduate Media, Art and Performance degrees at the University of Regina saw its peak in the period of 2012-2013, after having been roughly consistent for the prior decade, 2001-2011. As noted in FAAERSU, there was a significant drop in conferred degrees in 2015-2017, with an all-time low of 46. Though the increased amount of enrolment reflected in FAAERSU (Table 8a) was speculated to lead to an increase in awarded degrees (cf. FAAERSU 8) there was only a minimal increase in degrees conferred in 2018-2020.

Indeed, while 2017 and 2018 had previously seen the lowest amount of MAP graduates compared to the overall University of Regina total conferred degrees, constituting only 1.9% of overall awarded undergraduate degrees, 2020 saw a further drop, with MAP degrees comprising only 1.7% of total conferred degrees. The significant increase in 2021, in which MAP degrees represent 2.1% of overall conferred degrees, combined with the lower numbers in 2020, can potentially be attributed to the COVID-19 pandemic, and the fact that some graduations – and therefore degree conferrals – were deferred.¹²

¹¹ Up until 2016, MAP was previously titled the Faculty of Fine Arts. The name change was adopted by the Faculty of Fine Arts Council in October 2015, by the University of Regina Executive Council in November 2015 and by the University of Regina Senate in February 2016 (cf. FAAERSU 7.) This name change is reflected in FAAERSU but not in the prior studies, owing to the fact the name had not yet been adopted.

¹² Cf. "You can request a letter of completion in instances where graduation approvals have been delayed due to Covid-19 related disruptions." University of Regina, "Covid Questions," <https://www.uregina.ca/gradstudies/covid.html>

Table 1a: Annual number of undergraduate degrees, Media, Art, and Performance and University of Regina (including federated colleges) 2001-2021¹³

Table 1a. Annual number of undergraduate degrees, Media, Art, and Performance and University of Regina (including federated colleges), 2001-2021			
Year	MAP	University of Regina total	MAP percentage of UR total
2001-2005 average	72	1,797.20	4.0%
2006-2010 average	71	1,932.80	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	2,365	1.9%
2018	47	2,460	1.9%
2019	56	2,472	2.3%
2020	48	2,781	1.7%
2021	65	3,110	2.1%
Annual average	63	2,277	2.8%

1.1.2 Graduate Degrees

At the University of Regina, graduate degrees falling under the MAP umbrella are primarily the Master of Fine Arts (MFA,) Master of Arts (MA) interdisciplinary degrees and the Master of Music. The Master of Arts in Creative Writing is included in the below table and is offered by the Department of English in the Faculty of Arts.

As per the table below, Table 1b, the number of graduate level fine arts degrees has kept a steady pace with the overall growth of the University of Regina graduate degrees: the number of fine arts graduate degrees conferred has comprised a consistent percentage of overall awarded graduate degrees, albeit with some fluctuation over the years, despite the annual total for the University of Regina as a whole having increased more than three-fold since 2001. Since the previous study, the number of awarded MAP degrees has continued to be roughly double that of the 2001-2005 average, with the exception of 2021 in which the number of degrees is half of what it was in 2020.

MAP had the lowest contribution to overall awarded degrees in 2021, comprising only 1.2%, since the previous low of 1.1% in 2016. The graduate program in Creative Writing, which only began

¹³ University of Regina, Office of Institutional Research, “Convocations,” <https://www.uregina.ca/orp/statistics/convocations/index.html>. This table includes degrees the University issued to students who were registered at the University of Regina or any of its three federated colleges.

in 2010, has seen at least one degree conferred per year – with the exception of 2016 – and had its highest number of conferrals in 2017.

Table 1b: Annual number of graduate degrees, MAP, Creative Writing, and University of Regina, 2001-2021¹⁴

Table 1b. Annual number of graduate degrees, MAP, Creative Writing, and University of Regina, 2001-2021				
Year	MAP	Creative Writing	University total	Fine arts percentage of total
2001-2005 average	5 *		188	2.7%
2006-2010 average	6.8	0.2	315	2.2%
2011	8	0	363	2.2%
2012	7	0	361	1.9%
2013	9	2	432	2.5%
2014	8	0	467	1.7%
2015	4	1	480	1.0%
2016	5	0	458	1.1%
2017	12	3	502	3.0%
2018	9	1	524	1.9%
2019	11	2	507	2.6%
2020	14	2	567	2.8%
2021	7	1	641	1.2%
Annual average	8.14	1.0	446.5	2.1%

1.1.3 Bachelor’s Degrees: Type and Source

As evidenced from Table 2a below, the greatest number of MAP undergraduate degrees have been the Bachelor of Fine Arts (BFA,) making up fifty percent of the total awarded degrees in the last twenty years. While this is unchanged from the 2018 report, the percentage has dropped significantly; as reported in FAAERSU (10) in 2018, BFA degrees accounted for 58% of the overall awarded degrees. This decrease can be attributed to the rising number of Bachelor of Arts (BA) degrees, which now account for 30% of the overall awarded degrees, an increase from 23% in FAAERSU, despite the overall number of awarded degrees remaining fairly consistent.

¹⁴ Keith Fortowsky, Director, Institutional Research, University of Regina

The Bachelor of Music (BMUS) and Bachelor of Music Education (BMUSED) have remained relatively consistent, previously having accounted for 7.9% and 7.8% respectively, and now contributing 8.1% and 7.1% respectively. The decrease in BMUSED can be attributed to the lack of reported data in the past three years, which also accounts for the decrease in Honours Bachelor of Arts (BA Honours) degrees, from 3.2% to 2.2% as no data is reported for this degree in the past three years either. The lack of reported data for both the BMUSED and the BA Honours has shifted the weighting of the other degrees.

Table 2a: Type of MAP bachelor's degree, University of Regina 2001-2021¹⁵

Table 2a. Type of MAP bachelor's degree, University of Regina, 2001-2021						
Year	Degree					MAP TOTAL
	BA	BA Honours	BFA	BMUS	BMUSED	
2001-2005	13.2	2.6	44.4	4.6	7.2	72
2006-2010	15.4	1.8	42	6	5.4	70.6
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	15	0	28	4	6	53
2017	15	2	24	4	1	46
2018	24	2	15	3	3	47
2019	22	n/a	23	7	n/a	52
2020	16	n/a	20	2	n/a	38
2021	28	n/a	20	3	n/a	51
Annual average *	19.3	2.2	31.6	5.0	4.5	63
Percentage of total	30.8%	3.6%	50.4%	8.1%	7.1%	100.0%

*= annual averages are adjusted to unavailable data

The Bachelor of Arts (BA) has remained relatively consistent, in that the number of degrees fluctuates up and down with no particular trend; although there was a decline between 2018-2020 that appears to have recovered in 2021, with the highest number of awarded degrees since 2012.

BFA enrollment, generally the most popular of the degrees studied here, saw decreased graduations in the 2016-2018 period, the lowest it had been since 2001, before recovering slightly in 2019, and then dropping again in 2020, but maintaining the same number for 2021. Similarly,

¹⁵ Keith Fortowsky, Director, Institutional Research, University of Regina

conferral of degrees in the BMUS was also on a decline 2014-2018, only to also see an increase in 2019 before declining sharply in the last two years. The general trend of overall degrees (see Table 1a) did not show a significant increase in 2019, with 2472 degrees awarded in 2019 compared to 2460 in 2018, and so the increase in both the BFA and the BMUS, follows the trend in that there was an increase in awarded degrees, but the increase is not proportional.

Table 2b Annual number of MAP undergraduate degrees by federated college and Faculty of MAP, University of Regina, 2001-2021¹⁶

Table 2b. Annual number of MAP undergraduate degrees by federated college and Faculty of MAP, University of Regina, 2001-2021						
Year	Federated college or faculty				Fine arts total	Faculty of MAP as %
	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%
2018	3	1	8	35	47	74.5%
2019	5	1	7	43	56	76.8%
2020	9	1	7	31	48	64.6%
2021	10	2	8	45	65	69.2%
Annual average	8.1	1.7	9.2	47.4	66.4	71.4%
Percentage of total	12.3%	2.5%	13.8%	71.4%	100%	

As per the above table, Table 2b, the data for the federated colleges has remained consistent to the 2018 report. As previously, 60-85% of the overall undergraduate degrees in fine arts are comprised

¹⁶ University of Regina, “Annual Summary of All Convocations by Level, Faculty, Program & First Major since 2000,” <https://www.uregina.ca/oir/assets/statistics/convocants/202230-annual-conv-by-level-faculty-program-first-major-since-20001.pdf>

of MAP graduates, and the annual average is the exact same as in FAAERSU, with MAP graduates accounting for 71.4% of overall fine arts degrees.

The federated colleges themselves show little overall change. The number of degrees awarded for all three are fairly consistent, with Champion College and Luther College awarded roughly the same number of degrees, averaging 8 and 9 degrees respectively, but with both seeing some fluctuation in exact numbers, and First Nations University of Canada showing significantly lower, but also relatively consistent numbers.

1.1.3.1 Arts degrees by Major – MAP

Table 3 Major of MAP bachelor’s degrees, University of Regina (including federated colleges), 2001-2017¹⁷

Table 3. Major of MAP bachelor’s degrees, University of Regina (including federated colleges), 2001-2021								
Degree	Major	Annual number of degrees in						Annual average
		2001-2005	2006-2010	2016	2017	2020	2021	
BFA	Film & Video/ Film Production	18.2	19.8	16	13	8	10	14.2
	Indigenous Art	1	0.2	0	0	n/a	n/a	0.3
	Theatre	8.2	9.6	2	1	n/a	n/a	5.2
	Visual Arts	17	12.4	10	10	12	9	11.7
	Total	44.4	42	28	24	20	19	29.6
BA	AH/Culture	1.2	2.4	1	0	n/a	n/a	1.2
	Film & Video	2.4	2.2	0	2	n/a	n/a	1.7
	Fine Arts	0.2	0	0	2	n/a	n/a	0.6
	Indigenous Art*	1.6	0.8	1	1	1	1	1.1
	Music	1	1	1	3	n/a	n/a	1.5
	Theatre / and Performance	2	2.4	4	4	2	5	3.2
	Visual Arts	4.6	6.6	9	3	5	7	5.9
	Total	13	15.4	16	15	8	13	13.4
BA Honours	Art History	0.6	0.2	0	0	n/a	n/a	0.2
	Film & Video	0.2	1	0	0	n/a	n/a	0.3
	Fine Arts	0	0	0	0	n/a	n/a	-
	Music	0.8	0.6	0	0	n/a	n/a	0.4
	Theatre / and Performance	1	0.2	0	0	n/a	n/a	0.3
	Visual Arts	0	0	0	2	n/a	n/a	0.5
	Total	2.6	2	0	2	0	0	1.1
Bachelor of Music		4.6	6	4	4	2	3	3.9
Bachelor of Music Education		7.2	5.4	6	1	0	0	3.3
	Total	71.8	70.8	54	46	30	35	51.3

*= for 2021 it is in Indigenous Art History

As per the above table, Table 3, the fluctuating numbers of awarded degrees is obviously reflected in the fluctuating numbers of specific majors. At present, within the BFA program the Film & Video/Film Production major has remained consistent in attracting nearly half of the overall graduates, with Visual Arts attracting the other half. As noted in FAAERSU (13,) the Theatre program was discontinued in January 2013, and the numbers reflected in 2016 and 2017 represent students who had been admitted before the program was terminated, and new enrollments were in the BA in Theatre and Performance degree.

The data for the BA is, unfortunately, lacking. While other data (Table 2a) reports 16 awarded degrees for 2020 and 28 awarded degrees in 2021, the above table provides the details of only 8

¹⁷ Keith Fortowsky, Director, Institutional Research, University of Regina

and 13 degrees respectively. These are split across Indigenous Art, known now as Indigenous Art History, Theatre and Performance and Visual Art.

1.1.3.2 Arts Education

Table 4 Annual number of arts education degrees and total undergraduate degrees, Faculty of Education, University of Regina, 2001-2021¹⁸

Year	Area of arts education degree						Total	Education	Arts Education % of total
	Dance	Drama	Literature	Visual Arts	Music**	BMUS ED			
2001-2005 average	17.6				1.2	0.4	19.2	298.4	6.4%
2006-2010 average	20.6				1.4	0.4	22.4	291.6	7.7%
2011-2015 average	19				3.4	2	24.4	310.6	7.9%
2016	21				2	3	26	306	8.5%
2017	18				3	0	21	320	6.6%
2020*	12				1	3	16	297	5.4%
2021*	17				2	4	23	360	6.4%
Annual Average	11.4				2.0	1.8	21.7	311.9	7.0%
* =no degrees after 2018 except for BMUS ED. The numbers are from the total of Arts education degrees									
** =music ed is = 'BEd Secondary (after degree) the total number of arts education degrees are adjusted accordingly EAES									

The Arts Education program requires students to take interdisciplinary courses, as well as courses in the five arts areas of Dance, Drama, Literature, Visual Arts and Music before selecting a specialisation. The Bachelor of Music Education is separate from the Bachelor of Arts education and is offered by both MAP and the Faculty of Education, and has been separated from the Arts Education numbers accordingly.

Unfortunately, no specific data regarding areas of specialisation has been provided, as per Table 4 above. The total number of degrees has never exceeded 25, though it did see its lowest numbers in 2020 – and as noted above, this may have been the result of deferred graduations owing to the pandemic. The Bachelor of Music Education has seen a slight increase in the past two years, while overall the proportion of Arts Education degrees relative to overall awarded number of degrees in the Faculty of Education is relatively consistent, with 2020 showing the lowest percentage of 5.4%, but 2021 recovering to 6.4%, nearly the 6.6% of 2017 and consistent with the 6.4% of 2001-2005. As with the other fine arts degrees discussed above, Arts Education appears to have kept pace with the number of overall awarded degrees.

¹⁸ Keith Fortowsky, Director, Institutional Research, University of Regina

1.3.3 First Nations University of Canada

Table 5 Annual number of undergraduate degrees in fine arts, First Nations University of Canada (FNUniv), 2001-2021¹⁹

Table 5. Annual number of undergraduate degrees in fine arts, First Nations University of Canada (FNUniv), 2001-2021					
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	1.9%
2006-2010 average	0.8	0.6	1.4	141	1.0%
2011-2015 average	0	0.6	0.6	113	0.5%
2016	0	1	1	154	0.6%
2017	0	2	2	180	1.1%
2020	0	0	0	140	0.0%
2021*	1	0	1	107	0.9%
Annual Average	0.5	0.9	1.3	142.9	0.9%

*=Visual Arts Education

The Indigenous Fine Arts program at FNUniv is small, but relatively consistent, as is the Bachelor of Arts. Detailed data for 2001-2015 can be found in Table 5 of FAAER, and following FAAERSU, these years have been compressed into annual averages for Table 5 above. Although numbers may appear to be low, it is worth bearing in mind that the total number of degrees awarded by FNUniv represented 3% of the number of degrees awarded by University of Regina as a whole in 2021.

The number of BFA and BA degrees at FNUniv have decreased since FAAERSU, in which they averaged .6 graduates per year and 1.1 graduates per year, respectively, and the total was previously 1.7. They also previously accounted for 1.2% of all degrees, as opposed to .9% as of the time of this study. This is an improvement from 2020, in which there were no students graduating in either the BFA or the BA, and fine arts represented 0% of overall awarded degrees from FNUniv.

1.2 University of Saskatchewan

The University of Saskatchewan offers degree programs through three departments under the umbrella of the College of Arts and Science: Art & Art History, Drama and Music. The university plans to combine these departments in the upcoming years:

In the College of Arts and Science, a single, strong, and sustainable academic unit will be created by combining the departments of Art and Art History, Drama, and Music. By coming together under common leadership, the programs in each of these disciplines will continue building on their solid foundations of excellence. Building on strengths, the

¹⁹ Data source: Keith Fortowsky, Director, Institutional Research, University of Regina; some of the data in this table differs from the data made available at the time of FAAERSU. It is unclear as to what is the cause of this discrepancy but, for example, the FNUniv total degrees reported for 2017 in 2018 was 141, as opposed to the 180 that was provided in 2022.

disciplines will be enabled to set more expansive goals for attracting students and faculty, research investment, alumni and donor support, and community partners and collaborators. The unit will reaffirm and celebrate the essential and distinctive role of the Fine and Performing Arts in connecting the University with the local community, as well as nationally and internationally. Opportunities to optimize and renew infrastructure will be pursued.²⁰

They offer programs of three-years, four-years and Honours-level in Art History, Studio Art, Drama and Music, as well as the option of either a Bachelor of Fine Arts or a Bachelor of Arts. They additionally offer a Bachelor of Education, with specialisation in Art, Drama or Music Education through the College of Education and the Department of Music in the case of the latter. There are also a few undergraduate certificate programs in fine arts, such as the Aboriginal Theatre Program, the Certificate in Jazz and certificates in Studio Arts.

The university also offers Masters in Fine Arts, Master of Arts and Master of Music programs in the same programs as above (Art History, Studio Art, Drama and Music) as well as in Writing, which is offered by the Department of English.

²⁰ Colleges of Arts and Science, University of Saskatchewan, “Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan,” <https://artsandscience.usask.ca/fine-arts>

1.2.1 Undergraduate degrees

Table 6a. Annual number of undergraduate degrees, fine arts, arts education, and University of Saskatchewan, 2006-2017²¹

Table 6a. Annual number of undergraduate degrees, fine arts, arts education, and University of Saskatchewan, 2006-2021					
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	49.6	110.6	3099	3.6%
2011	68	27	95	3043	3.1%
2012	47	36	83	3233	2.6%
2013	58	33	91	3226	2.8%
2014	54	42	96	3182	3.0%
2015	53	41	94	3196	2.9%
2016	80	46	126	3195	3.9%
2017	69	32	101	3245	3.1%
2018	63	40	103	3299	3.1%
2019	52	30	82	3244	2.5%
2020	46	18	64	3354	1.9%
2021	54	30	84	3051	2.8%
Total	705	424.6	1129.6	38367	2.9%

As per Table 6a above, degrees in fine arts from the College of Arts & Science has consistently accounted for 60% of all the fine arts and arts education degrees since 2006, with the College of Education, providing the remaining 40%. Degrees from the College of Arts and Science hit an all-time peak in 2016, with 80 conferred degrees, and there has been a steady decline in the following years, with a mild recovery in 2021 with 54 degrees awarded. The College of Education had peak convocations prior to 2010, with an average of 49.6. Since then, 2016 was also the highest year with 46 awarded degrees. Although it too has seen a decline in conferrals, it is not the steady decline of the College of Arts & Science, with more fluctuation, and 2021 equally showing a recovery.

Both the College of Arts & Science and the College of Education saw a record low in the number of degrees conferred in 2020: with only 64 graduates between the two, making up only 1.9% of total degrees awarded at the University of Saskatchewan, surpassing the previous low of the year before which had also seen a significant drop: with only 82 graduates in 2019, compared to 103 of 2018.

²¹ University of Saskatchewan, “Student Outcomes,” <https://leadership.usask.ca/priorities/reports/student-outcomes.php>.

As noted above, deferred graduations may be the cause of the sharp decline in 2020, though a flaw in this supposition is that the 2021 numbers, while certainly an improvement, do not appear to account for deferred graduations: had a significant portion of students chosen to defer graduating in 2020 on account of the pandemic, it would logically follow that 2021 would see an increase in the awards conferred as the 2020 students, in addition to those intended to graduate in 2021, would then be graduating.

Unless it were to be suggested that the number of degrees conferred, excluding deferred graduates, were lower in 2021, then the above explanation is not entirely satisfactory. As the number of degrees conferred in 2021 were higher than 2020, but still in keeping with the usual proportion to the number of total degrees conferred, COVID-19 cannot be the only cause of the lower number of degrees in 2021. Instead, it would perhaps be better to tentatively suggest that the University of Saskatchewan has seen a consistent decrease in degrees conferred since 2018, and the seeming increase of 2021 instead includes deferred 2020 graduates, and if the deferred graduates were excluded, the 2021 numbers would show a continued trend downwards.

1.2.2 Graduate degrees

Table 6b. Annual number of graduate degrees, fine arts and University of Saskatchewan, 2006-2021²²

Table 6b. Annual number of graduate degrees, fine arts and University of Saskatchewan, 2006-2021							
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	n/a	8	524	1.5%
2007	4	0	1	n/a	5	550	0.9%
2008	4	0	0	n/a	4	587	0.7%
2009	3	0	2	n/a	5	655	0.8%
2010	6	0	1	n/a	7	718	1.0%
2011	6	0	4	n/a	10	773	1.3%
2012	4	0	1	n/a	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	958	0.9%
2018	7	0	0	6	13	994	1.3%
2019	5	0	0	6	11	1002	1.1%
2020	2	0	0	10	12	1041	1.2%
2021	4	0	0	4	8	486	1.6%
Annual average	4.6	0.1	0.7	6.1	8.8	800.8	1.1%

The above table, Table 6b, shows the number of graduate degrees awarded, and is broken down by each specialty. As has been the case in the previous degrees awarded, the proportion of graduate degrees in fine arts has kept consistent pace with the overall trend of graduate degrees awarded. Since the previous study, it has consistently been over 1%, with 2021 showing a higher proportion of graduate degrees in fine arts, but, as demonstrated in the table, less than half the usual number of degrees overall were awarded that year: 486, compared to 1041 of 2020 and 1002 of 2019.

Drama has not had any graduates since 2006, and Music has not awarded any graduate degrees since 2013, as noted in FAAERSU. Art has been incredibly stable since 2006, with the annual average recorded in FAAERSU of 4.7, compared to the 4.6 reported here. Writing has seen an increase, with the prior report's annual average of 5.8 increased to 6.1 here, and Writing equally having conferred 10 degrees in 2020, the highest of any of the fine arts graduate degrees. The overall annual average has increased from 8.1 in 2018 to 8.8 here.

²² University of Saskatchewan, "Student Outcomes," <https://leadership.usask.ca/priorities/reports/student-outcomes.php>

1.2.3 Bachelor's Degrees: Type and Source

Table 7. Number of undergraduate degrees in fine arts and arts education by major, University of Saskatchewan, 2006-2021²³

Table 7. Number of undergraduate degrees in fine arts and arts education by major, University of Saskatchewan, 2006-2021								
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	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	24	17	69	16	3	13	32
2018	31	13	19	63	29	4	7	40
2019	24	16	12	52	17	6	7	30
2020	24	9	13	46	10	2	6	18
2021	26	9	19	54	20	4	6	30
Annual average	32.8	13.6	12.3	58.8	16.7	4.0	14.7	35
* = art include studio arts; industrial arts; visual arts								
** = 2017 is double the number of cases reported in the subsequent years. SAA's 2018 (Gingrish 2018) report a number (for 2017) that matches current data other than 2017. Music (education) has dropped by 59%								

As demonstrated in the above table, Table 7, the largest proportion of fine arts majors in U of S are Art & Art History, however, it has been on the decline since 2018, albeit without seeing a dramatic drop. Drama saw a significant decline in 2020, with only 9 students compared to the 16 of 2019. Music has remained relatively steady, though has increased slightly since the 2018 report, with an annual average of 12.7 compared to the 9.7 of FAAERSU.

Art Education has seen some fluctuation in numbers, with 29 students in 2018 showing its highest number of awarded degrees but with only 10 students in 2020, the lowest since 2011. Ultimately the annual average has increased from the 14.7 reported in FAAERSU and it is overall fairly consistent, as is Drama Education which has not seen any remarkable change in degrees conferred and whose numbers have remained relatively consistent.

Music Education, on the other hand, has seen a significant decrease, with the annual average dropping from 22.5 to 13.2 in this report, and the graduation numbers being half of what they were in 2017, and a third of what they were in 2016. It is worth noting, however, that while Music

²³ Anne Marie Alison, Reporting and Data Services, University of Saskatchewan Information and Communications Technology

Education has declined, Music through the College of Arts and Science has increased, with 25 students between both Music and Music Education, which is consistent with previous years.

Overall, both the College of Arts & Science and the College of Education have seen a decline in their annual average in the past four years: Arts & Science has decreased from 61.3 to 58.5, and the College of Education has decreased from 41.1 to 34.

1.3 Summary

The annual number of awarded degrees in fine arts from the University of Regina has been relatively stable in the past four years: graduate degrees have kept pace with the growth of the university and overall awarded number of degrees, and while undergraduate degrees have declined since the initial FAAER study, they have not continued to decline in the past four years, and, albeit with fluctuation, have been somewhat stable. 2020 showed the lowest proportion of degrees awarded, with only 1.7% of total degrees conferred being in the fine arts, but this may be accounted for by the COVID-19 pandemic, and there was a recovery in 2021 which may include the increased number of 2021 graduates.

The same trend was noted for the University of Saskatchewan. While graduate degrees have been relatively consistent, undergraduate degrees in fine arts have been on the decline, with a record low in 2020, albeit 1.9% at U of S, compared to U of R's 1.7%, with an increase in 2021. As noted in the discussion of the numbers for the University of Saskatchewan, we should be cautious when considering the increased number of awarded degrees in 2021 as an indicator of recovery: if the low 2020 numbers are indeed to be accounted for by deferred graduations, then that would indicate that the 'true' number of 2021 graduates is lower, and may also show a declining trend. Whether the degrees are truly on a downward trend will potentially be best answered in the subsequent study.

At the University of Regina, both undergraduate and graduate degrees have hovered around 2% of the overall total awarded degrees. For graduate degrees, this is consistent with degrees awarded since 2001 and demonstrates that the interest in graduate programming in fine arts has not changed much in the past 20 years. For undergraduate degrees, this demonstrates a significant decline from the 4% that was seen in the 2001-2014 period.

At the University of Saskatchewan, graduate degrees have been consistent in comprising 1% of overall awarded graduate degrees and therefore, just as with the University of Regina, interest in fine arts programming at the graduate level has remained consistent. Undergraduate degrees at the University of Saskatchewan are harder to account for: although there is always fluctuation, it has dropped below 3% for the past three years and would appear to be in decline. While the higher percentage of 2.8% in 2021 may be a good thing, it may also be an anomaly as discussed above.

At the University of Regina, Visual Arts and Film & Video/Film Production appear to be the strongest undergraduate degrees in terms of numbers, although the data here is incomplete. The BA and the BFA both are consistently awarded, while there has been a significant decline in the number of BA Honours and BMUSED degrees conferred. Arts Education equally shows relatively consistent numbers, though data on the specialisations within Arts Education are not available. At

the graduate level, MAP graduate degrees are consistent, and show higher numbers than Creative Writing.

At the University of Saskatchewan, Art and Writing show the highest numbers of degrees awarded at the graduate level, with Writing having steadily grown to match the numbers of Art. At the undergraduate level, Art is again the strongest of the fine arts disciplines, while Drama has remained consistent and Music has shown an increase. Arts Education in particular has seen a drop in enrolment, with Music Education showing the largest decrease.

2. Student Enrolment

Following FAAERSU, the subsequent section is divided into two parts. The first, Student Registration, provides student registration data showing the number of students registered as majors. The second section details credit hours taught at the University of Regina and the number of three credit equivalent (CUEs) from the University of Saskatchewan. This information is relevant, as the number of students enrolled in a major does not provide a complete picture of teaching at any particular institution: the ability of students to take credits outside of their major has the result that departments and subjects have reach beyond students enrolled in their specific program. This study has updated the new tables provided by FAAERSU, and this section is, therefore, substantial.

2.1 Student Registration

2.1.1 University of Regina

2.1.1.1 Undergraduate Registration

As per the below table, Table 8a, undergraduate registration in MAP was relatively consistent for the period of 2006-2011, with a significant decline in the period of 2012-2015, with total fine arts registration at the University of Regina dropping below 3% of the overall university, when it had previously been about 5%.

As noted in FAAERSU, there was a steady rise in enrollment from 2014-2018, with 2018 showing 4% of the overall enrollment in the fine arts, and 559 students in total, up from the 433 of 2014 and the lowest 352 of 2014 and 2015. This trend, unfortunately, did not continue with enrollment decreasing to 539 students in 2020 and then 519 in 2021. Although the 519 students in 2021 account for a higher percentage (3.73%) of overall enrolled students than in 2020 (3.63%) the University as a whole saw decreased enrollment in 2021, 13,860 students as opposed to 14,568 of 2020.

Table 8a. Undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2006-2021²⁴

Table 8a. Undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2006-2021							
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	4.71%
2007	432	482	446	8,350	10,514	8,968	4.97%
2008	420	464	433	8,121	10,207	8,717	4.97%
2009	437	498	454	8,209	10,419	8,840	5.14%
2011	425	482	441	9,154	11,301	9,767	4.52%
2012	383	444	400	9,361	11,526	9,980	4.01%
2013	301	371	320	9,904	11,950	10,489	3.05%
2014	306	352	319	10,090	12,242	10,705	2.98%
2015	299	352	314	10,478	12,612	11,088	2.83%
2016	324	375	339	10,727	12,961	11,365	2.98%
2017	361	433	382	11,030	13,374	11,700	3.26%
2018	469	559	494	11,431	13,688	12,070	4.09%
2019	482	565	505	12,159	14,474	12,820	3.94%
2020	436	539	465	12,090	14,568	12,798	3.63%
2021	424	519	451	11,372	13,860	12,083	3.73%
Annual average	395	461	414	10,086	12,309	10,721	3.86%

²⁴ University of Regina, “Fall Term URegina Census Date FTE Students,” <https://www.uregina.ca/oir/assets/statistics/headcounts/2021-fall-FTE-census-headcounts.pdf>. FTEs are calculated using the formula $FT + (PT/3.5)$ where FT and PT refer to full-time and part-time students respectively.

Table 8b. First term and continuing undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2011-2021²⁵

Table 8b. First term and continuing undergraduate student registration in MAP (including federated colleges) and University of Regina, Fall Term, 2011-2021							
Year	MAP registration			University of Regina			1st term MAP as
	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	253	375	3,020	9,941	12,961	3.6%
2017	123	297	433	3,091	10,283	13,374	4.0%
2018	160	399	559	3175	10,493	13,668	5.0%
2019	150	415	565	3117	11,357	14,474	4.8%
2020	167	372	539	2648	11,920	14,568	6.3%
2021	151	368	519	2481	11,371	13,852	6.1%
Annual average	121	330	454	2,868	10,090	12,957	4.2%

The above table, Table 8b, shows the number of students registered in their first term at the University. These students are able to subsequently switch their majors, or leave the University, first term registration can be an indicator of future enrollment levels. The lowest first term registration was seen in 2015, with only 352 students enrolled. This number steadily increased to a peak of 565 in 2019, which was the highest enrolment in the recorded years. This number has declined slightly to 519 in 2021. However, the percentage of first term student enrolments in MAP has been increasing, with 2020 showing its highest overall proportion of 6.3%, and 2021 showing a slightly lower, but still high 6.1%.

²⁵ University of Regina, "First Term & Continuing Totals," <https://www.uregina.ca/oir/assets/statistics/supplemental-reports/historical-supp-reports/202130-firstterm-continuing-TOTALS.pdf>. NB: This PDF is no longer readily accessible on the U of R website, and it appears to have been removed.

Table 8c. Undergraduate student registration by major or area, MAP (including federated colleges), Fall Term, 2011-2021²⁶

Table 8c. Undergraduate student registration by major or area, MAP (including federated colleges), Fall Term, 2011-2021								
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	19	88	18	46	39	94	48	352
2017	43	86	12	52	47	102	51	393
2018	81	114	7	52	56	106	78	494
2019	115	101	1	53	50	104	73	497
2020	102	115	1	58	46	97	68	487
2021	104	109	n/a	50	37	91	70	461
Annual average	47	109	6	56	47	111	50	426

note: music data includes Education numbers not just MAP (based on 2018 report)

The above table, Table 8c, shows a breakdown of student registration by area of study. The number represent the major of registered students at the University of Regina, as well as the three federated colleges.

MAP and Creative Technologies have seen a significant increase since 2011, hitting a peak of 115 in 2019 and seeing a slight decline in the last two years. The numbers remain strong, and consistently above the annual average since 2018. Unfortunately, specific data for Creative Technologies was not provided.

Music and Theatre have remained relatively consistent, with some fluctuations in numbers: although all three saw their highest enrollments in 2011-2012, numbers declined in 2013 but have been fairly steady since 2014. Since 2015, Music has not changed significantly with its annual average of 56 slightly below the 2018 average of 59, but with numbers remaining steadily around 50.

Theatre's annual average has remained the same at 47, despite seeing a recent decline from 56 students in 2018 to 37 in 2021, but this is similar to 2011-2013, in which enrollment dropped from 60 to 36, and overall enrollment in Theatre appears to fluctuate. Film's annual average has increased to 109 from 108 in FAAERSU, seeing a jump in enrollment in 2018 that has remained relatively consistent.

²⁶ Data source: Keith Fortowsky, Director, Institutional Research, University of Regina. Data here is different than the data provided in 2018. As example, IFA enrolment numbers for 2016 and 2017 were previously provided as 8 for both years, and not the 18 and 12 respectively that were provided for this study. In both here and FAAERSU (72) if a student was a double major in MAP and a second subject, they were not counted in the MAP numbers in MAP was their first major, only if it was their second.

Indigenous Fine Arts (IFA) has unfortunately seen a significant decline from its peak in 2016. Since then, the program declined slightly in 2017 and 2018, only to have enrolment drop to a single student in 2019 and 2020, before dropping off entirely in 2021.

Visual Arts has equally seen a decline, with the annual average here being 111 compared to 2018's 120. This decrease has not been as dramatic as the decrease in IFA, but is still a decrease nonetheless.

Table 9a. Full-Time Equivalent (FTE) undergraduate registration in fine arts, Faculty of MAP and federated colleges, University of Regina, Fall Term, 2006-2021²⁷

Table 9a. Full-Time Equivalent (FTE) undergraduate registration in fine arts, Faculty of MAP and federated colleges, University of Regina, Fall Term, 2006-2021						
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	455	70.8%
2010	317	61	6	53	437	72.5%
2011	318	56	7	61	442	71.9%
2012	294	39	9	58	400	73.5%
2013	227	33	14	46	320	70.9%
2014	217	39	16	47	319	68.0%
2015	219	39	13	43	314	69.7%
2016	225	47	18	49	339	66.4%
2017	260	48	21	53	382	68.1%
2018	345	62	31	56	494	69.8%
2019	368	68	23	46	505	72.9%
2020	318	67	29	51	465	68.4%
2021	314	63	28	46	451	69.6%
Annual average	291	54	16	54	415	70.0%
Percentage	70.0%	12.9%	4.0%	13.1%	100.0%	

The Faculty of MAP, as demonstrated in Table 9a above, generally sees the majority of fine arts enrollment at the University of Regina and its federated colleges, making up over 70% of total

²⁷ University of Regina, "Fall Term URegina Census Date FTE Students," <https://www.uregina.ca/oir/assets/statistics/headcounts/2021-fall-FTE-census-headcounts.pdf>

enrolled students. MAP enrollment numbers have seen a decline since their peak of 368 in 2019, but are still relatively high compared to previous enrollment, and have remained above the annual average since 2018.

Campion College saw increased enrollment in the fine arts in 2018 and the numbers have been relatively consistent since, with enrollment surpassing the annual average of 53 students. FNUniv saw its highest enrollment in the fine arts in 2018 with 31 students, and despite having dropped below this, numbers have remained above the annual average since 2016. Luther College is the only one to show current enrollment numbers below the annual average since 2018, though enrollment has been fairly consistent as well.

Table 9b. First term undergraduate registration in fine arts, federated colleges and Faculty of MAP, University of Regina, Fall Term, 2011-2021²⁸

Table 9b. First term undergraduate registration in fine arts, federated colleges					
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	11	n/a	1*	19	31*
2017	15	2	2*	43	62*
2018	12	2	11	81	106
2019	21	2	9	115	147
2020	22	2	16	102	142
2021	22	2	12	104	140
Annual average	15	3	12	73	105

Campion College, as shown in Table 9b, has seen a consistent increase in first term enrolment in fine arts since its lowest point in 2013. There has been a steady rise, albeit with some fluctuation, in the number of enrolment. FNUniv, as well as Luther College have remained relatively consistent – with the exception of 2016/2017.²⁹ MAP enrolment has been on the rise since 2016, as has overall fine arts enrollment, which is a positive indicator for the future.

²⁸ Keith Fortowsky, Director, Institutional Research, University of Regina.

²⁹ There are differences between the data provided here and the data provided for the 2018 report, indicating the numbers have been adjusted in the prior few years. Some of these have been reflected in the chart, the most significant being the total fine arts enrolment of 2016 being reduced from 109 to 31, and 2017 from 123 to 62.

2.1.1.2 Graduate Registration

Table 10a. Full-time and part-time graduate student registration, MAP and University of Regina, Fall Term, 2007-2021³⁰

Table 10a. Full-time and part-time graduate student registration, MAP and University of Regina, Fall Term, 2007-2021							
Year	MAP graduate registration			University of Regina graduate			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	29	12	41	968	934	1,902	2.2%
2018	36	8	44	995	905	1,900	2.3%
2019	31	13	44	1081	946	2,027	2.2%
2020	28	11	39	1078	1018	2,096	1.9%
2021	31	11	42	1110	1039	2,149	2.0%
Annual average	25.1	10.5	35.5	869.7	871.0	1,740.7	2.0%

Graduate MAP enrollment is consistent with graduate MAP conferred degrees in that enrollment and degrees conferred tend to comprise about 2% of the overall university, as per Table 10a above. There is, as before, some fluctuation in the overall percentage and, in terms of enrollment, it has seen a slight decline since 2018, but only in 2020 did it fall below the annual average. As the number of graduate students at the University of Regina has increased, MAP has been able to keep pace, demonstrating a consistent interest in fine arts graduate programs. Although MAP enrollment has been below the 2016 high of 47 student enrolled, it remains above the annual average and has been fairly consistent. MAP dependably has also shown a greater number of full-time students than part-time, which is dissimilar to the University as a whole, where the number of part-time students is closer to that of full-time.

³⁰ University of Regina, “Fall Term URegina Census Date FTE Students,” <https://www.uregina.ca/oir/assets/statistics/headcounts/2021-fall-FTE-census-headcounts.pdf>

Table 10b. Graduate student registration by department or program area, MAP, Fall Term, 2011-2021³¹

Table 10b. Graduate student registration by department or program area, MAP, Fall Term, 2011-2021						
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	18	11	3	1	8	41
2017	17	12	4	n/a	8	41
2018	16	13	n/a	n/a	9	38
2019	13	13	n/a	n/a	9	35
2020	16	9	n/a	n/a	10	35
2021	6	9	n/a	n/a	10	25
Annual average	11.13	8.27	3.64	1.80	9.47	32.70

Interdisciplinary graduate degrees have consistently accounted for more than 10 students per year, as indicated in Table 10b above, with the exception of 2021, which is more than any of the other disciplines, though Visual Arts is a close second with 9. In 2021, Visual Arts had more enrollment than Interdisciplinary degrees, with 10 students compared to 6. Although the annual average for Media Production/Media Studies (MPS) is lower than Visual Arts degrees, their enrollment has been higher than Visual Arts from 2015-2019, and only having one less student in both 2020 and 2021. Numbers for both Music and Drama were not available for the years since FAAERSU, and therefore cannot be discussed. Overall enrollment in graduate programs hit a high point in 2016-2017 with 41 students enrolled and has been on a steady decline in the following years, although only 2021 saw enrollment below the annual average.

2.1.1.3 Arts Education

The majority of enrollment in the Arts Education programs is within the Bachelor of Education (BEd,) which accounts for approximately 85% of all arts education students, as seen in Table 11 below. The Bachelor of Education After Degree (BEAD) accounts for the remaining students. BEAD enrollment has consistently been on the decline since 2006, and while BEAD numbers have also dropped significantly, they have fluctuated more, so the decline is not as consistent. Arts

³¹ Data source: Keith Fortowsky, Director, Institutional Research, University of Regina. Data here, again, differs from the data provided in 2018 but this may be on account of different counting practices used in FAAERSU (73): graduate students were included only in the totals for the first program listed.

Education, as a portion of the total of Faculty of Education total has also consistently declined since 2006, dropping from an average of 9.3% in 2006-2010 to an all-time low of 3.5% in 2020, with a slight improvement to 3.8% in 2021, but even this ‘recovery’ is still 2.6% below the annual average of 6.4%.

Table 11 Fall Term student registration, Arts Education and Faculty of Education, 2006-2021³²

Table 11. Fall Term student registration, Arts Education and Faculty of Education, 2006-2021					
Year	Arts Education			Faculty of Education	
	BEd	BEAD	Total	Total registration	Arts Education % of total
2006-2010 average	98.4	11.4	109.8	1,184.40	9.3%
2011	96	20	116	1,354	8.6%
2012	95	13	108	1,268	8.5%
2013	95	14	109	1,301	8.4%
2014	83	13	96	1,282	7.5%
2015	80	17	97	1,261	7.7%
2016	63	10	73	1353	5.4%
2017	64	9	73	1232	5.9%
2018	55	5	60	1267	4.7%
2019	48	7	55	1303	4.2%
2020	41	10	51	1453	3.5%
2021	45	12	57	1513	3.8%
Annual average	72.0	11.8	83.7	1,314.3	6.4%

While the previous report included a breakdown of Arts Education undergraduate enrolment by specialisation as Table 12, as well as undergraduate and graduate enrolment in classes and number of classes in Creative Writing in the Department of English as Table 13, the University of Regina was unable to provide this data. In order to maintain consistency with FAAERSU, so that appropriate comparisons can be made, Table 12 and Table 13 here is the same data as provided in FAAERSU, so that the numbering of tables can remain the same, for cross-referencing purposes.

³² Keith Fortowsky, Director, Institutional Research, University of Regina. Data here differs from that provided in the 2018 report.

Table 12 Arts Education undergraduate enrolments by area 2014-2017

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	302

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

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	n/a	n/a
2011-2012	80	6	n/a	n/a
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	7.0	7.0	1.8

2.1.1.4 First Nations University of Canada

Table 14 Undergraduate student registration in MAP and total, First Nations University of Canada, Fall Term, 2006-2021³³

Table 14. Undergraduate student registration in MAP and total, First Nations University of Canada, Fall Term, 2006-2021							
Year	MAP undergraduate registration			FNUniv undergraduate registration			Fine arts FTEs as a
	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%
2018	31	32	31	931	1086	975	3.2%
2019	26	26	23	1016	1165	1059	2.2%
2020	29	30	29	1104	1280	1154	2.5%
2021	27	32	28	1069	1275	1128	2.5%
Annual average	16.3	17.6	16.4	763.8	885.8	799.4	1.9%

Undergraduate programs in Indigenous Fine Arts at FNUniv are in Indigenous Art and Indigenous Art History, though students can major in other fine arts disciplines by taking classes through MAP or the other federated colleges. Table 9a reflected MAP figures for the University of Regina as a whole, whereas the above table, Table 14, reflects FNUniv only.

Registration was at its lowest in 2011, with numbers steadily increasing to and surpassing 2006 levels: from 2016 onwards enrollment in fine arts at FNUniv has been equal to or higher than the previous high of 2006, and consistently has been above the annual average. This is also reflected in the overall percentage of fine arts registration, which has surpassed the annual average every year since 2016. Although there is still fluctuation in actual registration numbers, this is a positive trend for fine arts registration at FNUniv.

³³ University of Regina, “Fall Term URegina Census Date FTE Students,” <https://www.uregina.ca/oir/assets/statistics/headcounts/2021-fall-FTE-census-headcounts.pdf>

2.1.1 University of Saskatchewan

2.1.2.1 Undergraduate

Table 15. Fine arts and arts education undergraduate registration, College of Arts and Science and College of Education, University of Saskatchewan, Fall Term, 2005-2021³⁴

Table 15. Fine arts and arts education undergraduate registration, College of Arts and Science and College of Education, University of Saskatchewan, Fall Term, 2005-2021								
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
2016-2017	15	70	17	102	0	11	17	28
2017-2018	16	60	45	121	0	13	18	31
2018-2019	18	51	43	112	0	15	14	29
2019-2020	13	60	12	85	0	17	12	29
2020-2021	24	53	40	117	0	15	15	30
Annual average as of 2016-2017	17.2	58.8	31.4	107.4	0	14.2	15.2	29.4

Following from FAAERSU, the numbers in the above table, Table 15, reflect only registration in the fall term, unlike FAAER where data was provided for the year. This, then, is similar to Table 9b and Table 11.

It is immediately apparent that the numbers of total enrollment in fine arts disciplines have dropped significantly, largely due to the declining numbers in both Art & Art History, which are combined in this table. Art in the College of Arts & Science had a record high of 178 in 2009 before dropping to 115 in 2016, and alarmingly down to 15 in 2017. Since then, 2021 has shown the highest level of Art enrollment at 24. In the College of Education, Art Education has plummeted, from relatively consistent enrollment at a high with 41 in 2016, to zero in every subsequent year.

In the College of Arts & Science, Drama has had relatively consistent enrollment with an annual average of 58.8, which 2021 enrollment is currently under but 2020 enrollment was above. Music

³⁴ Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan. ‘Drama’ includes the Aboriginal Theatre program.

has also seen a dramatic decline, from 75 students in 2016 to 17 in 2017, but back up to over 40 students in 2018, 2019 and 2021, with a dip down to 12 in 2020. Unsurprisingly, the decline in enrolment in both Art and Music has led to total enrolment being only 117 in 2021, when it was consistently over 200 from 2005-2016.

In the College of Education, Drama has seen an improvement, with numbers steadily rising from 17, albeit with some fluctuation, but having hit a peak of 17 in 2020. Music Education has also seen a significant decline, with enrollment consistently dropping from 99 in 2005 all the way to 15 in 2021. Like the College of Arts & Science, total enrolment has dropped to a mere 30, despite hovering around 100 from 2005-2013, and being over 50 from 2014-2016.

It is unclear what the cause of these significantly lower numbers; as can be seen in Table 16 below, overall registration for the University of Saskatchewan enrollment has been steadily growing, so the decrease in fine arts enrollment cannot be attributed to lower overall numbers. Other departments of the university must be attracting more students.

Table 16 Fine arts and arts education undergraduate registration, total and percentage of total, University of Saskatchewan, Fall Term 2005-2021³⁵

Table 16. Fine arts and arts education undergraduate registration, total and percentage of total, University of Saskatchewan, Fall Term, 2005-2021						
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%
2011-2012	242	112	354	18,374	1.5%	2.1%
2012-2013	253	100	353	18,924	1.5%	2.1%
2013-2014	276	93	369	18,764	1.6%	2.2%
2014-2015	272	84	356	18,570	1.6%	2.1%
2015-2016	269	63	332	18,606	1.6%	2.0%
2016-2017	102	28	130	19,185	0.5%	0.7%
2017-2018	121	31	152	19,438	0.6%	0.8%
2018-2019	112	29	141	20,026	0.6%	0.7%
2019-2020	85	29	114	20,360	0.4%	0.6%
2020-2021	117	30	147	20,696	0.6%	0.7%
Annual average	107	29	137	18,057	0.5%	0.7%

The drop in overall fine arts enrollment is evident from the percentage of total University registration. The combined total of fine arts and arts education, previously consistently around 2% from 2005-2016 dropped to less than a percent in 2017-2021, with a current annual average of .7%. As can be seen from the overall registration, the University has only continued to grow, and so this decrease in arts enrollment is unprecedented.

³⁵ University of Saskatchewan, “Student Headcounts,” <https://leadership.usask.ca/priorities/reports/enrolment.php#StudentHeadcount>

2.1.2.2 Graduate registration

Table 17 Graduate registration, fine arts and total, University of Saskatchewan, Fall Term, 2005-2021³⁶

Table 17. Graduate registration, fine arts and total, University of Saskatchewan, Fall Term, 2005-2021							
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	0	19	2,065	0.92%
2006	13	0	4	0	17	2,118	0.80%
2007	11	1	4	0	16	2,186	0.73%
2008	11	1	6	0	18	2,332	0.77%
2009	18	0	7	0	25	2,560	0.98%
2010	13	1	9	0	23	2,780	0.83%
2011-2012	10	1	4	6	21	3,722	0.72%
2012-2013	12	1	3	13	29	3,880	0.96%
2013-2014	11	1	1	13	26	3,920	0.84%
2014-2015	12	1	2	14	29	3,863	0.93%
2015-2016	9	1	1	13	24	3,984	0.76%
2016-2017	0	0	0	20	20	4,173	0.48%
2017-2018	0	0	1	19	20	4,162	0.48%
2018-2019	0	0	0	24	24	4,333	0.55%
2019-2020	0	0	0	22	22	4,305	0.51%
2020-2021	n/a	n/a	n/a	23	23	4,406	0.52%
Annual average	9.1	0.6	2.9	21.6	21.8	3,424.3	0.74%

There is clearly some discrepancy in the data, when compared to Table 6b, which reports graduate degrees being conferred in Art & Art History for 2017-2021, but Table 17 above reports zero enrollment for all five years.³⁷ Unless students are able to graduate with degrees without being enrolled in the program, this should not be possible.

Drama and Music both awarded no graduate degrees since 2006 and 2014 respectively, and so the low enrollment there is not at odds with previously reported data, but the low numbers for Art do not align with the other table. Writing enrolment is strong, and continues to be relatively consistent with enrollment above the annual average, and this aligns with the consistent number of degrees awarded as per Table 6b, and so is not troubling. It is only the lack of enrollment for graduate Art & Art History that does not align with other reported data.

2.2 Credit Hours

The following section provides information on the number of students in classes, as opposed to the number of students enrolled in the major. This accounts for students outside of fine arts majors

³⁶For Writing & Fine arts only new data is captured in annual averages. University of Saskatchewan, "Student Headcounts," <https://leadership.usask.ca/priorities/reports/enrolment.php#StudentHeadcount>

³⁷2017, 4; 2018, 7; 2019, 5; 2020, 2; 2021, 4 (cf Table 6b.)

who may be taking fine arts classes. Each university has a different definition of credit hours and those are discussed below.

2.2.1 University of Regina

In FAAERSU, credit hours for the University of Regina were defined as:

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 (cf. FAAERSU 39.)

Unfortunately, the web page on which this definition was provided by U of R, no longer exists. The only definition that was able to be found currently is as follows, and is not as specific:

Credit hour: The unit measuring educational credit. 1 course counts as 3 credits. The 4th year project start-up course is 1 credit hour.³⁸

It will therefore have to be assumed that the previous definition still applies. For each unit, credit hours taught represent the enrollment of all students, including those registered in majors outside of fine arts. A student taking an elective is counted in the below tables. Tables 18 through 21 refer to data for the entire academic year, and not just the fall term.

2.2.1.1 Undergraduate credit hours taught

Data for the Indigenous Fine Art program has unfortunately not been provided. For this reason, analysis of this program will have to be excluded from the following discussion. Overall, enrollment in fine arts credit hours has declined at the University of Regina. Since 2018, the total number of students has fallen below the annual average though it was only in the 2018-2019 academic year that it fell below 10,000 credit hours.

Visual Arts saw a mild decline in taught credit hours between 2017-2019, only for numbers to increase, and for 2021-2022 showing the highest number of taught credit hours since the 2015-2016. Theatre also saw a decline in the 2017-2018 academic year, before seeing an increase slightly in 2018-2020, only to fall below 1000, in the lowest number of credit hours taught since 2005, and less than half of the number of hours taught from 2005-2012.

Music has shown fluctuation throughout the examined period, and saw a significant decline in enrollment between 2017-2020, with hours dropping below 1000, compared to the over 1,400 taught in 2016-2017. There was a jump to 1,229 credit hours in 2020-2021, before dropping below 1000 again in the most recent academic year. Film has seen a steady decline in credit hour enrollment since 2005, starting at a peak of 4,335 in 2005 and slowly decreasing to a low of 2,055

³⁸ University of Regina, "Important Terms & Definitions," <https://www.uregina.ca/engineering/students/student-resources/important-terms.html>

in 2020-2021, though 2021-2022 has seen an increase to 2,493 which is only 3 hours below the annual average

The most significant difference has been in Fine Arts, in which credit hour enrollment has increased dramatically, but steadily since 2005, in which enrollment was only at 159 credit hours, to a current enrollment of 3,108 hours. The period following FAAERSU, saw fine arts enrollment nearly double, with 1,089 hours in 2016-2017 to 2,151 hours in 2017-2018, meaning enrollment has consistently surpassed the annual average every year since 2016. At present, Fine Arts enrollment accounts for 28% of total enrollment in different MAP or other fine arts enrollment.

Table 18 Undergraduate registered credit hours taught by department area or area of MAP (including federated colleges,) University of Regina 2007-2022³⁹

Table 18. Undergraduate registered credit hours taught by department or area of MAP (including federated colleges), University of Regina, 2007-2022							
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	12,768
2010-2011	141	615	3,288	2,131	1,974	4,116	12,265
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	10,995
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	11,083
2017-2018	2,151	n/a	2,217	944	1,260	3,107	9,678
2018-2019	2,196	n/a	2,418	890	1,587	3,084	10,175
2019-2020	2,517	n/a	2,532	846	1,332	3,457	10,684
2020-2021	2,766	n/a	2,055	1,229	975	3,255	10,280
2021-2022	3,108	n/a	2,493	949	906	3,645	11,101
Annual average	1,069	866	2,946	1,684	1,762	3,651	11,723

*= unavailable data on Indigenous Fine Art 2017-2022

Table 19 below demonstrates where the credit hours are being taught, whether at MAP or at the federated colleges. MAP has seen an increase in taught credit hours, with 2017-2020 surpassing the annual average and consistently showing over 10,000 hours taught. Overall credit hours taught has also increased, with current taught credit hours surpassing both the annual average and the

³⁹ Keith Fortowsky, Director, Institutional Research, University of Regina.

previous highest number of hours taught, 13,145 in 2011-2012. This is a positive trend for overall fine arts teaching.

Campion College has not yet recovered to above its annual average, with number of credit hours fluctuating: though numbers began to steadily increase from a 2015-2016 low of 507 up to 807 in 2018-2019, they have dropped down to 666 for 2019-2020. FNUniv has been fairly consistent in the last four years with enrolment over the annual average since 2016-2017 and remaining over 1,000 and surpassing previous highs. Luther College too has seen an increase in enrolment, with both 2018-2019 and 2019-2020 have shown higher credit hour enrollment than the annual average, and have shown a healthy recovery from the 2014-2015 low of 588.

As a percentage of overall number of credit hours taught, fine arts has been fairly consistent for the past four years. While it has not surpassed 5%, where it was in 2007-2011, it has remained around 4%. In this regard, fine arts has not quite kept pace with the growth of the University of Regina as a whole, but it has not failed to keep up entirely.

Table 19. Undergraduate MAP credit hours taught in Faculty of MAP and federated colleges, and University of Regina total, 2007-2021⁴⁰

Table 19. Undergraduate MAP credit hours taught in Faculty of MAP and federated colleges, and University of Regina total, 2007-2020							
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	10,436	975	984	741	13,136	245,031	5.4%
2010-2011	9,853	984	807	1,035	12,679	251,149	5.0%
2011-2012	10,163	924	963	1,095	13,145	268,190	4.9%
2012-2013	8,909	1,056	1,182	1,113	12,260	271,461	4.5%
2013-2014	8,748	612	990	1,065	11,415	280,480	4.1%
2014-2015	8,319	732	918	588	10,557	284,560	3.7%
2015-2016	9,129	507	1,014	963	11,613	293,542	4.0%
2016-2017	9,426	600	1,179	744	11,949	304,514	3.9%
2017-2018	10,505	747	1,176	903	13,331	313,987	4.2%
2018-2019	11,131	807	1,281	1,149	14,368	322,942	4.4%
2019-2020	11,524	666	1,110	1,080	14,380	339,529	4.2%
Annual average	9,806	868	1,054	941	12,669	279,383	4.53%

⁴⁰ University of Regina, "Fiscal Yr "Census Date" Registered Credit Hours Taught, by Federated College & Faculty," <https://www.uregina.ca/oir/assets/statistics/credit-hours/2019-20-annual-credit-hours-breakdown-level-CCE.pdf>. The data provided here does not align with data previously provided in FAAERSU.

Table 20 Graduate credit hours taught by department or area in the Faculty of MAP and at the University of Regina, 2007-20122⁴¹

Table 20. Graduate credit hours taught by department or area in the Faculty of MAP and at the University of Regina, 2007-20122								
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%
2017-2018	99	144	39	0	42	324	20,167	1.6%
2018-2019	75	42	39	6	66	228	19,873	1.1%
2019-2020	102	39	0	0	42	183	21,638	0.8%
2020-2021	87	18	0	0	45	150	n/a	
2021-2022	75	27	30	3	69	204	n/a	
Annual average	116	62	23	16	104	322		

Graduate credit hours dropped to an all-time low of 150 in the 2020-2021 academic year, and the numbers have fallen below the annual average since 2018-2019, as noted in Table 20 above. As an overall percentage of the University, it would appear that graduate credit hours are on a slow decline, though data for the past two years could not be provided. This is unfortunate, as in other aspects graduate programs in fine arts at the University of Regina have largely kept pace with the growth of the university.

⁴¹ University of Regina, "Fiscal Yr "Census Date" Registered Credit Hours Taught, by Federated College & Faculty," <https://www.uregina.ca/oir/assets/statistics/credit-hours/2019-20-annual-credit-hours-breakdown-level-CCE.pdf>; Keith Fortowsky, Director, Institutional Research, University of Regina.

Despite having no taught credit hours between 2019-2021, Music otherwise seems to be on the increase, with only 18 hours taught in 2016-2017 and then 39 taught between 2017-2019, and then 30 taught in 2021-2022. With the exception of the two years with no credit hours, Music is above its annual average, and the only graduate program that does not appear to be on a downward trend.

Theatre has seen an unfortunate decline, from a peak of 69 hours taught in 2010-2011, to only 3 hours taught in 2021-2022. Theatre dropped below its annual average every year since 2016-2017, potentially with the exception of 2017-2018 and 2020-2021 in which no data was provided.

Media Production & Media Studies (MPS) offered through the Department of Film has seen fluctuating numbers in credit hours, with 2017-2018 showing its highest number of hours, followed by a steady decrease through 2018-2021, with a slight recovery in 2021-2022. With the exception of 2015-2016 and 2017-2018, credit hours have never surpassed 100.

Fine Arts is undoubtedly the strongest of all the graduate programs, but it too has seen a decline in number of hours taught in the past four years. Though it is not a consistent decline, as there is fluctuation, for the first time since 2009, credit hours dropped below 100, rising only to 102 in 2019-2020 before lowering again.

2.2.1.2 First Nations University of Canada

The primary fine arts programs at FNUniv are Indigenous Art (IA) and Indigenous Art History (IAH,) which comprise 40% and 35% of overall fine arts credit hours taught at FNUniv respectively, but other fine arts courses are regularly offered and attract consistent enrolment. All programs in fine arts at FNUniv are at the undergraduate level.

As in Table 20 above, complete data was not provided for this study. While it would appear from the data that was provided that the number of fine art credit hours is on a trend downwards in proportion to total number of credit hours taught, this is not possible to state definitively as the data is incomplete.

Indigenous Art credit hours have remained consistent. There was a significant increase in 2016-2017 of 663 hours that has not yet been reached again, but the number of hours taught has remained higher than the annual average every year since 2014-2015. Although Indigenous Art History credit hours are significantly less than they were in 2007-2009, and have fallen below the annual average since 2013, the numbers have remained relatively consistent; while there is fluctuation, the numbers have not deviated hugely. IAH has, however, decreased significantly in its contribution to overall MAP credit hours, having been 40% of taught credit hours in 2018, and only 35% at the time of this study.

Theatre has seen a decline in credit hours since 2016-2017, though no numbers were provided for 2020-2022. As this program's numbers do appear to fluctuate significantly historically (162 hours in 2009-2010, to only 57 in 2010-2011; 72 hours in 2015-2016 to 237 in 2016-2017) this fluctuation is likely not too much of a concern, although complete data would have provided better conclusions.

Visual Arts has seen a significant increase in taught hours, with a drop-off to zero credit hours in 2016-2017 rising to 270 in 2017-2018 and remaining about 300 for every subsequent year. This places Visual Arts well above its annual average in every year since 2016-2017, though enrolment has declined slightly since 2019-2020. This can still potentially be regarded as a positive trend, however.

Table 21. Fine arts credit hours taught by area, First Nations University of Canada, 2007-2022⁴²

Year	Fine arts credit hours taught by area					FNUniv total	Fine arts % of total
	IA	IAH	Theatre	Visual Arts	Total		
2007-2008	342	525	69	0	936	24,393	3.84%
2008-2009	381	528	147	0	1,056	23,703	4.46%
2009-2010	372	321	162	0	855	23,328	3.67%
2010-2011	192	423	57	0	672	20,087	3.35%
2011-2012	273	441	78	171	963	22,391	4.30%
2012-2013	315	540	90	237	1,182	23,994	4.93%
2013-2014	330	396	117	147	990	26,048	3.80%
2014-2015	351	309	141	117	918	25,407	3.61%
2015-2016	513	345	72	84	1,014	27,729	3.66%
2016-2017	663	279	237	0	1,179	30,978	3.81%
2017-2018	462	228	159	270	1,119	32,120	3.48%
2018-2019	471	252	102	333	1,158	34,133	3.39%
2019-2020	438	240	51	381	1,110	37,908	2.93%
2020-2021	555	261	na	369	1,185	na	
2021-2022	492	297	na	318	1,107	na	
Annual average	410	359	114	161.8	1,030		
Percentage of MAP total	40%	35%	11%	16%	100%		

2.2.2 University of Saskatchewan

As per the University of Saskatchewan website, credit units are defined as follows:

A value assigned to a course which indicates its relative weight within the student program. Credit units define the amount of university-level credit to be awarded for successful completion of a course or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units is the expected student effort in the course or hours of instruction. Normally, courses that span one term have a weight of three (3) credit units (e.g., SOC 111.3) while courses that take two terms to complete have a weight of six (6) credit units (e.g., ENG 110.6).⁴³

⁴² Keith Fortowsky, Director, Institutional Research, University of Regina. Old data different from different measurement practice

⁴³ University of Saskatchewan, "Important terms: Learning the academic jargon," <https://artsandscience.usask.ca/academics/jargon.php>.

As discussed in FAAERSU (45,) a class with an enrollment of twenty students, in which each student receives three credit hours, is measured as twenty credit unit equivalents (CUE.) Following FAAERSU, the data for 2005-2011 has been condensed into an annual average.

2.2.2.1 Undergraduate CUE

Table 22 Annual undergraduate three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, University of Saskatchewan, 2005-2021⁴⁴

Table 22. Annual undergraduate three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, University of Saskatchewan, 2005-2021				
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	977	1,678	4,391
2017-2018	1,829	953	1,465	4,247
2018-2019	2,252	962	1,891	5,105
2019-2020	2,623	945	1,926	5,494
2020-2021	2,670	588	2,075	5,333
Annual average	2,125	959	1,678	4,762
Percentage of total	45%	20%	35%	100%

Credit hours in Art & Art History and Music have both seen a fairly significant increase, as seen in Table 22 above, with Art & Art History 18% above the average and Music 17% above the average. Art & Art History continues to comprise 45% of the overall total of fine arts credit hours, and Music has increased to comprise 35% of the total. Drama has declined to only 20% of the overall total, following a downward trend beginning in 2016-2017, and credit units have declined dramatically in 2020-2021, dropping from 945 in 2019-2020 to an all-time low of 588, significantly below the average.

⁴⁴ Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

Though there is some fluctuation in credit units, Art & Art History has seen a consistent increase and has shown credit units above the annual average since 2018-2019, with 2019-2020 and 2020-2021 even surpassing the 2005-2011 average of 2,456. Music has also shown some fluctuation in credit units, but has also surpassed its annual average every year since 2018-2019, with credit units increasing from 1,465 in 2017-2018 to 2,075 in 2020-2021.

Overall credit units have increased accordingly, with 2018-2019 being the key year in which the total number also surpassed its annual average. The annual average itself has risen to 4,762 from the 4,491 of FAAERSU.

2.2.2.2 Graduate CUE

Table 23 Annual graduate three credit unit equivalents (3 CUEs), fine arts departments, University of Saskatchewan, 2005-2021⁴⁵

⁴⁵ Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

Table 23. Annual graduate three credit unit equivalents (3 CUEs), fine arts departments, University of Saskatchewan, 2005-2021

Academic Year	Art and Art History	Drama	Music	Fine Arts Total
2005-2011 average	20	1	19	40
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	10	0	6	16
2018-2019	28	0	13	41
2019-2020	16	0	18	34
2020-2021	29	0	14	43
Annual average	20	0	8	28

As the number of graduate students enrolled in fine arts programs is lower than the number of undergraduate, the number of CUEs at the graduate level are equally lower. With regards to Art & Art History, there are significant fluctuations in credit units and it is therefore difficult to identify a trend, although the annual average has increased from 19 in FAAERSU to 20 here. For 2018-2021, the numbers are above the annual average which could indicate a positive trend, but considering the historical fluctuation, may be overly optimistic to state definitively.

Music has seen a consistent increase in the number of credit units, rising into the double digits for 2018-2021, which had not been seen since 2011-2012. This appears to be a, cautiously optimistic, positive trend. Drama, unfortunately, has not taught any credit units since 2011-2012.

Table 24 Annual three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, and University of Saskatchewan, 2005-2021⁴⁶

⁴⁶ Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

Table 24. Annual three credit unit equivalents (3 CUEs), fine arts departments, College of Arts and Science, and University of Saskatchewan, 2005-2021

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	4,417	77,688	171,737	5.7%	2.6%
2017-2018	4,263	79,963	180,114	5.3%	2.4%
2018-2019	5,146	81,615	183,663	6.3%	2.8%
2019-2020	5,528	81,853	184,430	6.8%	3.0%
2020-2021	5,376	83,455	190,096	6.4%	2.8%
Annual average	4,790	79,290	171,534	6.0%	2.8%

Table 24 above compares the number of credit units taught in fine arts departments to both the College of Arts & Science as a whole, as well as the entirety of the University of Saskatchewan. As demonstrated above, fine arts programs have kept consistent pace in terms of the number of credit hours taught, to both the College of Arts & Science and the University of Saskatchewan as a whole. Fine arts consistently make up roughly 6% of overall credit units at the College of Arts & Science, and 3% of the overall University of Saskatchewan.

2.2.2.3 Affiliated Colleges of the University of Saskatchewan: St Peter's and Gabriel Dumont College

The University of Saskatchewan additionally offers classes in the fine arts through their affiliated colleges, St Peter's College in Muenster and Gabriel Dumont College. St. Peter's offers fine arts classes in Art & Art History, Drama (though not every year) as well as Writing, and previously offered Music classes, but these concluded in 2014-2015. Gabriel Dumont previously offered classes in Drama, but it does not appear to offer any current classes.

Table 25 Three credit unit equivalents (3 CUEs) and number of classes in fine arts, St. Peter's College and Gabriel Dumont College, 2014-2022⁴⁷

Table 25. Three credit unit equivalents (3 CUEs) and number of classes in fine arts, St. Peter's College and Gabriel Dumont College, 2014-2022					
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
2018-19	72 / 3	45 / 1	n/a	n/a	66 / 3
2019-20	132 / 7	42 / 1	n/a	n/a	36 / 1
2020-21	111 / 8	0 / 0	n/a	n/a	57 / 1
2021-22	114 / 6	54 / 1	n/a	n/a	0 / 0
Total	603 / 46	190/13	343 / 13	6 / 1	287 / 17

Art & Art History has seen increased enrolment since 2019-2020: while the number of classes offered has remained relatively consistent, the number of credit units has increased, indicating an increase in enrolment. This increase at St. Peter's is equally reflected in the Drama offerings, in which the number of classes has been consistent, but the number of credit units have increased. In contrast, Writing appears to be in decline, as the number of offered classes has decreased since 2017-2018, as has the number of credit units, indicating enrollment is also low. There is an unfortunate lack of data for Music at St Peter's. The fact Drama no longer appears to be offered at Gabriel Dumont is likely the reason for the lack of data.

2.3 Summary

The data surrounding enrollment is seemingly contradictory: while overall undergraduate enrollment in fine arts programs at the University of Regina is reported as on a steady trend downwards, other indicators appear to be positive. First term registration in MAP enrolment is on a trend upwards, as is enrollment in fine arts programming at the federated colleges. While Arts Education appears to be in decline, both in terms of actual numbers enrolled and in proportion to the overall university as is Indigenous Fine Arts and Visual Arts, Music and Theatre enrollment is consistent, while Film enrollment is on the rise.

Graduate enrollment at the University of Regina has kept pace with other graduate departments in the University, with Interdisciplinary and Visual Arts programs being the most popular and Media Production/Media Studies seeing a significant increase.

⁴⁷ Matthew Washkowsky, Student Services Officer, St. Peter's College. 287/17 needs to be updated

University of Regina also shows a steady decline in the number of fine arts credit hours being taught, with the exception of Fine Arts, which is seeing an increase and allowing the fine arts programs to keep pace with the growth of the university. Graduate credit hours are at an all-time low and on a significant decline.

First Nations University of Canada is seeing both an increase in fine arts registration as well as an increase in credit hours.

The University of Saskatchewan has equally convoluted data in which fine arts enrollment is seeing a significant decline, in both the College of Arts & Science and the College of Education at the undergraduate level, and graduate level programs are also seeing lower enrollment. But, in terms of credit unit enrollment, Art & Art History as well as Music have seen a significant increase in the number of credit units taught, while Drama has had a significant decline. Graduate credit units are also on the rise, showing higher numbers than in previous years.

The overall result is that general interest in fine arts programming at Saskatchewan universities is on the rise, but students appear to be less interested in pursuing the fine arts as their primary major, or at the graduate level. Instead, students appear to prefer enrolling in fine arts classes as electives, or outside of their major.

On the one hand, the demand for fine arts classes being on the rise is a positive trend. On the other, it is unclear what effect decreased enrollment in fine arts program majors might have on the overall health of the departments.

3. Personnel

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

3.1 University of Regina

The following two tables, Tables 26 and 27, refer only to the Faculty of MAP, while subsequent tables will provide data for the federated colleges.

Unfortunately, the University of Regina was unable to provide any specific data regarding faculty for the years since FAAERSU. The only information they were able to provide was that the total number of faculty decreased from 32 to 31 in 2018-2019 and remained 31 in 2019-2020. Further analysis cannot be completed due to the lack of data.

Table 26 Annual number of faculty positions in the Faculty of Media, Art and Performance, by department or area, University of Regina, 1995-2021⁴⁸

Table 26. Annual number of faculty positions in the Faculty of Media, Art, and Performance, by department or area, University of Regina, 1995-2021						
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
2018-2019	n/a	n/a	n/a	n/a	n/a	31
2019-2020	n/a	n/a	n/a	n/a	n/a	31
2020-2021	n/a	n/a	n/a	n/a	n/a	n/a
Annual average	3.9	8.3	8.4	6.3	9.5	35.5

⁴⁸ University of Regina, “2020 University Workforce Demographics,” <https://www.uregina.ca/oir/assets/statistics/2020-09-academic-workforce-demographics-final.pdf>. NB: This document is no longer readily available on the U of R website.

Table 27 Number of filled academic positions, Faculty of Media, Art, and Performance and University of Regina, 2010-2020⁴⁹

Table 27. Number of filled academic positions, Faculty of Media, Art, and Performance and University of Regina, 2010-2020			
Year	Number of filled		MAP as a percentage of UR
	MAP	University of Regina	
2010	32	391	8.18%
2011	33	399	8.27%
2012	32	405	7.90%
2013	32	408	7.84%
2014	33	417	7.91%
2015	30	432	6.94%
2016	29	434	6.68%
2017	29	435	6.67%
2018	28	435	6.44%
2019	27	431	6.26%
2020	27	432	6.25%
Annual average	30	420	7.21%

The faculty positions reflected in Table 26 are budgeted positions, meaning the numbers include tenured and tenurable positions, holders of which may be on leave or on sabbatical. Faculty members on leave may or may not be replaced by full-time, term or sessional faculty. Table 27 shows the number of filled positions, including Instructors and Administrative positions that are not held by those with academic appointments.

The filled academic positions in MAP have been consistently in decline since 2010, averaging about 1 position lost per year. This is in contrast to the overall number of filled positions at the University of Regina, which has continued to steadily increase in the past ten years.

Arts Education – There appears to have been a slight decline in Arts Education faculty since FAEERSU, where it was noted five faculty members teach in Arts Education. At present, only four faculty members are listed as teaching in Arts Education.⁵⁰

⁴⁹ University of Regina, “2020 University Workforce Demographics,” <https://www.uregina.ca/oir/assets/statistics/2020-09-academic-workforce-demographics-final.pdf>

⁵⁰ University of Regina, “Department of Education: Faculty,” <https://www.uregina.ca/education/faculty-staff/index.html>

Campion & Luther – At present, there are two faculty members listed as teaching in the fine arts at Campion College, one in film and one in theatre.⁵¹ There has been no change since FAAERSU. Luther College currently only has one faculty member listed as teaching the fine arts, in musicology.⁵² This is a decrease since FAAERSU, in which there was additionally a faculty member in visual arts.

First Nations University of Canada – In FAAERSU, there was only a single faculty member at FNUUniv teaching in fine arts, however, there are currently four faculty members listed specifically as specialising in fine arts.⁵³ This is a significant increase in the past four years and is a very positive indicator for fine arts at FNUUniv.

Creative Writing – Instruction in Creative Writing at the University of Regina has traditionally been taught by professors in the Department of English. There are six faculty on the Department of English faculty directory that are listed as teaching some sort of creative writing class – one of whom is specified to be based at Luther College.⁵⁴

Unfortunately, U of R was unable to provide any data update for Table 28. While the previous version has been preserved below, it has not been updated.

⁵¹Campion College, “Directory,” <https://campioncollege.ca/contact/directory/> cf. Campion College, “Dr. Leanne Groeneveld,” <https://campioncollege.ca/resources/dr-leanne-groeneveld/>; Campion College, “Dr Philippe Mather,” <https://campioncollege.ca/resources/dr-philippe-mather/>

⁵² Luther College, “Faculty & Staff Directory,” <https://www.luthercollege.edu/university/contact-luther/faculty-staff-directory>

⁵³ First Nations University of Canada, “Faculty,” <https://www.fnuniv.ca/academic/faculty/>

⁵⁴ University of Regina, “Department of English: Faculty,” <https://www.uregina.ca/arts/english/faculty-staff/index.html>

Table 28 Creative Writing Classes, Department of English, University of Regina 2010-2018

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	2

3.2 University of Saskatchewan

Detailed data was provided from the University of Saskatchewan. Annual averages for years 2000-2004 and 2005-2009 have been provided, following FAAERSU. Permanent faculty complement refers to the number of faculty positions in the University of Saskatchewan budget. This number includes faculty members on leave or on sabbatical, and therefore not necessarily the number of faculty teaching in a particular year, but indicates a continued budgetary commitment from the University. Teaching FTEs represent the number of full-time equivalent that academic staff that are teaching in any given year, which can include full-time permanent staff, sessional lecturers, and graduate students in teaching roles.

Table 29a. Annual permanent faculty complement and total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021⁵⁵

Table 29a. Annual permanent faculty complement and total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021						
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	8.1	11	12.6
2011-2012	13.8	11.8	6.2	7.6	11	12.3
2012-2013	11.6	13.7	6.7	6.2	10.3	12.1
2013-2014	10.7	13	7	7.9	10.7	12.1
2014-2015	11	12.5	6.7	6.9	10.2	11
2015-2016	11.7	13.8	7	8.4	9.8	9.7
2016-2017	11.2	12.5	7.2	8.4	9.5	9.7
2017-2018	11.0	17.4	7.0	8.8	9.0	11.8
2018-2019	10.8	17.8	6.5	9.2	8.7	11
2019-2020	11.6	17.9	6.8	9.2	8.4	10.7
2020-2021	10.6	19.3	5.8	7.2	9.2	11.4
Annual average	11.3	14.6	6.7	7.9	9.8	11.6

2011-2012 showed the highest budgetary commitment from the University of Saskatchewan to Arts & Art history, with 13.8 permanent faculty complement. Since then, the numbers have been on the decline, albeit with fluctuation. The permanent faculty complement has been under the annual average every year since the 2015-2016 academic term. In terms of FTEs, there had consistently been about 12 FTEs in every given year up until 2017-2018 in which there was a significant jump to over 17, where it has remained, reaching a peak of 19.3 in 2020-2021.

This trend continues, though not as dramatically, for both Drama and Music in which there has been a steady decline in permanent faculty since 2018, with both program showing their lowest number of permanent staff and a higher number of FTEs. Unlike Art & Art History which is currently seeing its highest number of FTEs since 2000, both Drama and Music have seen a decline in the number of FTEs since 2000.

⁵⁵ University of Saskatchewan, "Employee Reporting," <https://leadership.usask.ca/priorities/reports/employee-reporting.php>; Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

Table 29b. Annual Sessional Lecturer (SL) FTEs and percentage of total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021⁵⁶

Table 29b. Annual Sessional Lecturer (SL) FTEs and percentage of total teaching FTEs, fine arts departments, University of Saskatchewan, 2000-2021								
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%	11.5	32.9%
2005-2009 average	3.4	25.2%	1.5	20.2%	4	30.8%	8.9	26.4%
2010-2014	2.6	20.1%	1.5	21.0%	3.4	28.0%	7.5	22.7%
2015-2016	2.9	21.0%	2.1	25.0%	2.4	24.7%	7.4	23.2%
2016-2017	3	24.0%	2.1	25.0%	2	20.6%	7.1	23.2%
2017-2018	5.1	29.1%	1.8	20.1%	2.2	18.3%	9.0	23.6%
2018-2019	3.9	22.1%	2.5	26.9%	1.7	15.8%	8.2	21.5%
2019-2020	3.7	20.7%	2.4	25.6%	2.3	21.1%	8.3	22.0%
2020-2021	2.0	10.4%	1.4	19.6%	2.1	18.2%	5.5	14.5%
Annual average	3.4	22.5%	1.9	22.9%	2.8	24.2%	8.1	23.3%

The number of sessional FTEs in Art & Art History have been relatively consistent, with a peak in 2017-2018 that has been on the decline since, with a historic low of only two sessional FTEs in 2020-2021, accounting for only 10.4% of total FTEs, a 50% decrease since 2019-2020, and a third of the rates in 2000-2004.

Drama has remained relatively consistent, with an annual average of about 2 sessional lecturers, making up 22.9% of total FTEs. While the number for 2020-2021 are currently below average, they were above the year before, and there is no particular identifiable pattern. Music has seen a significant decrease in the number of sessional lecturers since the 2000-2004 average of 5.6, decreasing to only 2.1 in 2020-2021. The percentage of sessional FTEs too has consistently dropped from 40% in 2000-2005 to merely 18.2% in 2020-2021.

Overall, fine arts have consistently decreased its reliance on sessional lecturers. It is often claimed that universities as a whole are increasingly relying on sessional instruction in order to decrease the number of permanent faculty, and the associated cost. This does not appear to be the trend at the University of Saskatchewan.

⁵⁶ University of Saskatchewan, "Employee Reporting," <https://leadership.usask.ca/priorities/reports/employee-reporting.php>; Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

Table 30. Annual permanent faculty complement and total employment FTEs, fine arts departments, and University of Saskatchewan, 2000-2021⁵⁷

Table 30. Annual permanent faculty complement and total employment FTEs, fine arts departments, and University of Saskatchewan, 2000-2021							
Fiscal year	Fine arts departments		University of Saskatchewan			Fine arts as a per cent of University	
	Faculty & Instructional	Total employment	Faculty & Instructional	Other employment	Total employment	Faculty & Instructional	Total employment
2000-2004 average	35	50.3	1,008	3,587	4,595	3.5%	1.1%
2005-2009 average	33.7	53.2	1,058	3,942	4,550	3.2%	1.2%
2010-2011	33.9	51.3	1,318	3,981	5,299	2.6%	1.0%
2011-2012	31.7	51	1,340	4,064	5,404	2.4%	0.9%
2012-2013	28.6	50.7	1,348	4,161	5,509	2.1%	0.9%
2013-2014	32	48.2	1,368	4,062	5,430	2.3%	0.9%
2014-2015	33	44.3	1,326	4,102	5,428	2.5%	0.8%
2015-2016	30.4	46.3	1304	4,183	5,487	2.3%	0.8%
2016-2017	31.9	45.8	1265	4,354	5,619	2.5%	0.8%
2017-2018	30.6	44.8	1240	4,279	5,519	2.5%	0.8%
2018-2019	38	45.2	1227	4,217	5,444	3.1%	0.8%
2019-2020	38	46.8	1233	4,363	5,596	3.1%	0.8%
2020-2021	37.8	39.9	1193	4,098	5,291	3.2%	0.8%
Average	33.4	47.5	1,248.3	4,107	5,321	2.7%	0.9%

The above table provides annual data on total employment – faculty, term and administrative/support staff – as well as faculty & instructional staff. It is worth noting that the data here is slightly different than the data reported in FAAERSU: while the total employment at the University of Saskatchewan is the same for the 2010-2017 period is roughly the same, the number of faculty & instructional staff is much higher in the data provided in 2022, this is perhaps because the previous numbers included only faculty, and not other instructional staff.

Total employment at the University of Saskatchewan as a whole has been fluctuating, but with an overall rising trend from 2000-2017, in which the 2016-2017 year saw a peak of 5,619 total employment, and then a slight decrease over the next few years until reaching 5,291 in 2020-2021. Faculty and instructional staff has been on a trend downwards at the University as a whole, while other employment has seen relatively consistent numbers, albeit with some fluctuation.

Fine arts departments have remained fairly steady, with an average of 31.2 faculty and instructional staff, but saw an increase of 8 positions in the 2018-2019 year, which has been mostly maintained

⁵⁷ University of Saskatchewan, “Employee Reporting,” <https://leadership.usask.ca/priorities/reports/employee-reporting.php>; Peter Beug, Manager of Reporting and Data Services at the University of Saskatchewan

since. The amount of total employment has overall fallen, with the numbers falling below the annual average every year since 2013-2014, indicating support staff have been lost.

As a percentage of the University of Saskatchewan as a whole, faculty & instructional staff in the fine arts has remained fairly consistent, having been at or above the annual average every year since 2016-2017, and having seen only a slight overall decrease from the 2000-2004 average of 3.5% to 3.2% in 2020-2021. In terms of overall employment, fine arts has seen an equivalent decrease of .3% from having comprised 1.1% of total employment in 2000-2004 (.4% from the 1.2% peak of 2005-2009) down to .8% since 2015-2016. It has, however, remained consistent within the context of the University of Saskatchewan as a whole.

Writing – Similar data for the MFA in Creative Writing was not provided. The MFA is housed within the Department of English, though faculty members from other departments do contribute to teaching and supervision within the MFA program. The website currently lists a Program Director, two faculty, and three affiliated faculty.⁵⁸ There are 38 past and present ‘mentors’ listed on the website, though the majority do not appear to be associated with the university. Teaching assignments are not publicly available.

St Peter’s College – There are two faculty members currently listed as teaching Art & Art History classes, one in Drama,⁵⁹ though not all faculty have a specialty identified.⁶⁰ There are no specific Creative Writing classes listed, nor any faculty who are identified as teaching Creative Writing.

Gabriel Dumont College – There is no publicly available information regarding faculty appointments, likely due to the lack of Drama offerings.

Summary of Personnel

At the University of Saskatchewan, permanent faculty complement has seen a decrease while there has been an increase in FTEs. There has been an overall decreased reliance on sessional lecturers. With regards to overall employment, the University of Saskatchewan has maintained consistent faculty & instructional employment numbers, with a large increase in the past few years that has been maintained. Though total employment is on a downturn, fine arts departments have maintained a consistent pace with the overall university.

It is difficult to draw too many conclusions for the University of Regina as much of the data is incomplete. Faculty numbers appear to be on the decline, and filled positions have consistently declined by about one position per year. This is reflected in both Arts Education and Luther College which appear to have lost a faculty member each in the years since FAAERSU. Campion College has retained its faculty and, on a positive note, FNUUniv has seen a significant increase from a single faculty member to four currently listed.

⁵⁸ University of Saskatchewan, “MFA in Writing: Faculty,” <https://artsandscience.usask.ca/english/graduates/mfa.php#Faculty>

⁵⁹ St. Peter’s College, “Courses,” <https://www.stpeterscollege.ca/students1/courses-and-programs/courses.php>

⁶⁰ St. Peter’s College, “Faculty,” <https://www.stpeterscollege.ca/contact-us/faculty.php>

4. Financial Resources

The following section provides information about financial resources for fine arts programming at the universities. While this data has not always been available, it has been provided both for FAAERSU and this report.

4.1 University of Regina

The University of Regina has released a Budget Book every year starting in 2014, after not releasing detailed budget information for many years. The table and analysis in this section use the data from these budget books.

From 2014-2018 the budget for MAP changed relatively little, averaging about \$6.3 million each year. As the rate of inflation can make it difficult to compare, the third column of Table 31 has put the current budget in the equivalent of 2002 currency. Since 2017-2018, in both actual budget and the purchasing power of MAP, the Faculty’s budget has steadily increased – albeit with a minor decline in 2012-2022. As a percentage of the University of Regina as a whole, MAP has consistently held a steady 3%, which is a good indicator of the University’s ongoing commitment to the Faculty, and also demonstrates that the fluctuation in the MAP budget follows the trend of the University’s overall spending.

Table 31. Budget of Faculty of Media, Art, and Performance and University of Regina, current and constant 2002 dollars, 2014-2022⁶¹

Table 31. Budget of Faculty of Media, Art, and Performance and University of Regina, current and constant 2002 dollars, 2014-2022				
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	\$6,452,610	\$ 5,223,615	\$200,231,669	3.2%
2015-2016	\$6,289,687	\$ 5,090,934	\$207,060,141	3.0%
2016-2017	\$6,578,400	\$ 5,324,622	\$214,903,571	3.1%
2017-2018	\$6,473,175	\$ 5,239,451	\$216,450,290	3.0%
2018-2019	\$6,707,830	\$ 5,429,383	\$222,699,032	3.0%
2019-2020	\$6,847,767	\$ 5,542,650	\$229,537,503	3.0%
2020-2021	\$7,048,886	\$ 5,705,438	\$238,634,071	3.0%
2021-2022	\$7,021,904	\$ 5,683,598	\$237,265,335	3.0%

The below table (Table 32) shows the expenditures of different units of the Faculty. As can be seen, the Dean’s Office has consistently been the area on which MAP has allocated the most funds – and with a significant increase in the percentage allocated between 2017-2018 and 2021-2022,

⁶¹ University of Regina, “Budget Book,” <https://www.uregina.ca/orp/budget/budget-book.html>
Rate of inflation source for February 2022: Bank of Canada, “Inflation Calculator,” <https://www.bankofcanada.ca/rates/related/inflation-calculator/>

an increase of 6%. Among the other units, there has been some fluctuation in where money is allocated, though since FAAERSU, Film has consistently received the second highest allocation of funds after the Dean’s office; Visual Arts has been a strong third; Music comes in fourth; Theatre has been fifth, except in 2021-2022 in which it was allocated more funds than Music for the first time.

Table 32. Expenditure budget in thousands of current dollars, Faculty of Media, Art, and Performance, University of Regina, 2014-2022⁶²

Unit	Expenditure budget by year								Percentage of Faculty total		
	2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020	2020-2021	2021-2022	2014-15	2017-18	2021-2022
Dean’s Office	1,533	1,539	1,667	1,534	1838	2,165	2,267	2,099	23.8%	23.7%	29.9%
Film	1,179	1,240	1,461	1,512	1528	1,572	1,624	1,470	18.3%	23.4%	20.9%
Music	1,162	1,182	1,167	1,082	975	818	863	896	18.0%	16.7%	12.8%
Theatre	900	593	610	618	625	636.474	655.657	928.097	13.9%	9.5%	13.2%
Visual Arts	1,362	1,437	1,450	1,502	1520	1,433	1,410	1,397	21.1%	23.2%	19.9%
Other	317	299	223	225	221	223.651	229.426	233.04	4.9%	3.5%	3.3%
Total	6,453	6,290	6,578	6,473	6,708	6,848	7,049	7,022	100.0%	100.0%	100.0%

The Dean’s Office, Department of Film and the Department of Visual Arts both saw a reduction in budget for 2021-2022, while Music, Theatre and other expenses (which include the Visual Resource Centre, the Student Resource Centre, Materials Stores, the Box Office and performance group budgets) have increased.

Table 33 shows comparative budgetary data for the different faculties at the University of Regina. This table only shows limited data on longer term trends. Separate budgets are not available for the federated colleges, Arts Education of Creative Writing.

⁶² University of Regina, “Budget Book,” . <https://www.uregina.ca/orp/budget/budget-book.html>. ‘Other’ includes the Student Program Centre, Interdisciplinary Programs, Chamber Choir, Concert Choir, Orchestra, Jazz Ensemble, Concert Band, Wind Ensemble, Piano Technical Services, Visual Resources Centre, Materials Store and the Box Office.

Table 33. Expenditure minus revenue budgets of nine faculties, thousands of current dollars, and percentage of nine faculties total, University of Regina, 2014-2022⁶³

Table 33. Expenditure minus revenue budgets of nine faculties, thousands of current dollars and percentage of nine faculties total, University of Regina, 2014-2022						
Faculty	Budget by year			Percentage by year		
	2014-2015	2017-2018	2021-2022	2014-2015	2017-2018	2021-2022
Arts	17,933	16,267	18,200	22.9%	20.1%	20.6%
Business Administration	8,474	8,439	8,890	10.8%	10.4%	10.1%
Education	9,268	10,415	10,243	11.9%	12.8%	11.6%
Engineering	8,074	9,673	10,840	10.3%	11.9%	12.3%
Kinesiology and Health Studies	9,390	10,236	11,633	12.0%	12.6%	13.2%
Faculty of MAP	6,453	6,473	7,022	8.3%	8.0%	7.9%
Science	15,377	16,238	17,871	19.7%	20.0%	20.2%
Social Work	3,172	3,350	3,701	4.1%	4.1%	4.2%
Faculties total	78,141	81,091	88,400	100.0%	100.0%	100.0%
University total	200,232	216,450	237,265			
Faculties % of UR total	39.0%	37.5%	37.3%			

The budget for the Faculty of MAP remained roughly the same between 2014-2018, with only a slight increase, though it saw a more substantial increase for 2021-2022. As a percentage of the total budget, the Faculty of MAP is on the decline, having reduced from 8.3% in 2014-2015 to 7.9% in 2021-2022. The only other faculty that has seen a consistent decline is the Faculty of Business Administration. While the Faculty of Education has seen a decline since 2017-2018, they had seen an increase from 2014-2015. The Faculty of Arts had seen a decline in 2017-2018, and while not a significant increase, has increased to 20.6% in 2021-2022 which may be a positive indicator. The Faculties of Engineering and Kinesiology & Health Studies continue to increase at a steady pace.

As noted in FAAERSU and FAAER before it, Table 33 demonstrates that teaching faculties are receiving a decreasing percentage of University resources as a whole. Although the difference is not necessarily significant, it does follow the prior pattern and demonstrates that the University of Regina is shifting resources away from academics to other areas of the university.

4.2 University of Saskatchewan

Financial data for the University of Saskatchewan is not publicly available, but the College of Arts and Science at the University of Saskatchewan have kindly provided updated budgetary data to the Saskatchewan Arts Alliance for the purposes of this study. In the below table, data are provided on the budgets of the three departments for operating, capital equipment and faculty costs. Separate budgets and financial information are not available for the Writing program or for the affiliated colleges.

⁶³ University of Regina, "Budget Book," <https://www.uregina.ca/orp/budget/budget-book.html>

For 2021-2022, Art & Art History comprises over 40% of the total fine arts budget, Music is at just about 35% and Drama is the remaining roughly 23%. These percentages are the exact same as in FAAERSU, indicating budgetary allocations have not changed much in the past four years.

Table 34. Budget of fine arts departments and College of Arts and Science, thousands of current dollars, University of Saskatchewan, 2008-2022⁶⁴

Table 34. Budget of fine arts departments and College of Arts and Science, thousands of current dollars, University of Saskatchewan, 2008-2022						
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	6,065	75,721	8.0%
2017-2018	2,308	1,488	1,929	5,725	62,312	9.2%
2018-2019	2,385	1,415	1,616	5,416	58,439	9.3%
2019-2020	2,337	1,476	1,541	5,354	58,439	9.2%
2020-2021	2,158	1,129	1,738	5,025	61,426	8.2%
2021-2022	2,303	1,277	1,921	5,501	63,037	8.7%
Increase since 2010-2011	21%	15%	23%	20%	18%	
Average annual increase	1.7%	1.2%	1.9%	1.7%	1.5%	

The budget for the Department of Art & Art History has seen a general, but not significant, decline in its budget since a peak of 2015-2016, and has seen its average annual increase actually decrease from 4.4% in 2018, to only 1.7% in 2022. Its budget increase since 2010-2011 current stands at 21%, while in 2018 it was 31%. Drama follows a similar trend, with overall numbers decreasing but not at a consistent or steady pace, and its average annual increase down to 1.2%, compared to 4.2% of 2018, and its increase since 2010-2022 at 15% from 29% in 2018.

Music saw a steady decline from 2065-2017 until the 2019-2020 academic year. In 2020-2021 its budget improved slightly and increased again in 2021-2022. This is on trend with both Art & Art History and Drama which both saw a decrease in 2020-2021 and an increase in 2021-2022. For Music, the 2021-2022 budget is almost back to the 2017-2018 level, as is Art & Art History.

⁶⁴ Shawn S. Anderson, University of Saskatchewan, College of Arts and Science

As a percentage of the overall College of Arts & Science, fine arts saw a large jump from 2016-2017, in which fine arts comprised 8% of the total College of Arts & Science, to 9.2% in 2017-2018. This was essentially maintained until 2020-2021, when it fell again to 8.2%, only to rise to 8.7% in 2021-2022. This is a positive trend for fine arts as a part of the College of Arts & Science as a whole.

Table 35 Budgets of fine arts departments and University of Saskatchewan, thousands of current dollars, 2008-2021⁶⁵

Table 35. Budgets of fine arts departments and University of Saskatchewan, thousands of current dollars, 2008-2021			
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	0.77%
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%
2017-2018	5,725	729,499	0.78%
2018-2019	5,417	758,221	0.71%
2019-2020	5,354	734,015	0.73%
2020-2021	5,025	710,128	0.71%

In the above table, the total budget for the fine arts departments is compared with the University of Saskatchewan as a whole. As is evidenced from the final column, the budget for fine arts departments has not kept pace with the growth of the university, and saw a consistent decline from 2008-2015, to see an increase in 2015-2016 and then to see another downward trend, dropping to .71%, the second lowest only to the .69% of 2014-2015.

4.2.1 Kenderdine Art Gallery

The budget for the Kenderdine Art Gallery is part of the budget of the College of Arts & Science, and details of this budget are provided in the below table. The budget generally saw an increase,

⁶⁵ University of Saskatchewan, “Financial Reporting,” <https://leadership.usask.ca/financeandresources/financial-reporting.php>

though with some fluctuation. In 2017-2019, the budget stagnated somewhat, with both the actual value and the purchasing power decreasing quite a bit. There was a substantial increase in 2019-2020, that saw the most funds allocated since 2008, though this has declined in the past two years, though the budget is still significantly higher than it has been in the past.

Table 36. Budget of Kenderdine Art Gallery, College of Arts and Science, thousands of current and constant 2002 dollars, 2008-2022⁶⁶

Table 36. Budget of Kenderdine Art Gallery, College of Arts and Science, thousands of current and constant 2002 dollars, 2008-2022		
Fiscal year	Budget	
	Thousands of current dollars*	Thousands of constant 2002 dollars
2008-2009	175.5	151.4
2009-2010	180.3	154
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
2015-2016	288.9	220.9
2016-2017	276.8	209.4
2017-2018	211.2	163.2
2018-2019	215.7	163.5
2019-2020	387.2	287
2020-2021	323.7	238.2
2021-2022	320.3	224.8

4.3 Summary

There has been a slight budgetary increase for fine arts at the University of Regina, and the budget for the fine arts has maintained a consistent pace with the University of Regina's budget as a whole. It has, however, seen a decrease in terms of its proportion to other faculties, as other faculties have received higher budgetary allocations.

⁶⁶ Shawn S. Anderson, University of Saskatchewan College of Arts and Science; Bank of Canada, "Inflation Calculator," <https://www.bankofcanada.ca/rates/related/inflation-calculator/>

While the University of Saskatchewan has also seen a slight budgetary increase to the fine arts programs, and as a portion of the College of Arts & Science budget fine arts has seen substantial growth, the overall allocation of funds to fine arts in comparison to the University of Saskatchewan's total budget has been on the decline.

Conclusion

Undoubtedly, the COVID-19 pandemic created a significant challenge for universities in Saskatchewan, and higher education across Canada as a whole, over the past two years. Whether or not the pandemic had an effect on fine arts programming at Saskatchewan universities remains to be seen: it is not clear from the data presented here, if the pandemic was at the cause of any of the particular anomalies, or if they represent a larger overall trend.

In general, there appears to be a decline in the number of conferred undergraduate degrees in the fine arts. Despite seeing declining numbers, the University of Regina has kept a roughly consistent pace with the overall university whereas the University of Saskatchewan has equally seen a decline, but has not kept pace with the overall rate of conferred undergraduate degrees. It therefore can be said to be a Saskatchewan-wide trend that undergraduate degrees in the fine arts are on the decline. On a more positive note, while undergraduate degrees in the fine arts appear to be conferred at a decreasing rate, graduate degrees continue to be awarded at a consistent pace, indicating that there continues to be interest in fine arts programming at the graduate level.

At the University of Regina, enrolment in fine arts programming has declined, but follows the trend of declining enrolment at the university as a whole, with MAP maintaining a consistent percentage of overall enrolment at both the undergraduate and graduate level. First semester enrolment in fine arts programming has been on the rise, with high levels of enrolment in 2020 and 2021. This is generally consistent with taught credit hours as well, which, while there has been a general decrease in the number of taught credit hours, fine arts programs have kept a relatively consistent pace with the overall growth of the university, though they have not kept up entirely. This overall decline does not appear to be a matter of concern; as fine arts programming trends appear to follow those of the University of Regina as a whole.

At the University of Saskatchewan, however, the picture is a tad more complex. While credit hours have seen a significant increase in the number of credit units taught at both the undergraduate and graduate level, the reported enrolment levels have plummeted. This lower enrolment is not reflected in the overall enrolment of the university, which appears to have an increasing number of students. If this is not an issue with the data, this would perhaps indicate that while students continue to have an interest in fine arts programming in higher education, that enrolling in a fine arts major or graduating with a fine arts degree is becoming less attractive, and thus students are instead preferring to take fine arts classes as electives. It is difficult to come to this conclusion with any certainty, however, as the lack of enrolment in fine arts programs reported by the University of Saskatchewan is at odds with their reports of conferred degrees: they report students being conferred fine arts degrees in years in which they report no students were enrolled. In light of this, it is not possible to determine if the dramatic and significant decrease in enrolment is of concern, or if it simply a reporting error.

With regards to employment, the University of Saskatchewan has seen a decrease in its reliance on sessional staff and has seen an increase in faculty and instructional employment numbers. University of Saskatchewan employment as a whole has seen a declining trend, and fine arts departments have kept a consistent pace with the overall university. The University of Regina, unfortunately, was not able to provide complete data, and while faculty numbers appear to be on

the decline, it is not possible to state this definitively. Particularly because, as example, First Nations University of Canada has seen an increase from a single fine arts faculty to four.

As noted earlier in this report, Saskatchewan universities reported a significant surplus coming out of the COVID-19 pandemic, though this surplus does not appear to have been applied to fine arts programming, as while both the University of Regina and University of Saskatchewan have seen slight budgetary increases, fine arts at the University of Saskatchewan is on the decline when compared to the overall university, and fine arts at the University of Regina have seen a decrease when comparing the proportional allocation of funding to other faculties.

The overall impression, then, is mixed. Though strong conclusions are impossible to reach owing to the inconsistent and sometimes contradictory data, it does appear that fine arts programming at Saskatchewan universities are generally on the decline, but following the general trend of declining enrolment and interest in higher education, so that the decline is not of any particular concern for those interested in and invested in the fine arts.

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