

**TO:** Mike Mahon  
President and Vice Chancellor

**DATE:** November 12, 2014

**FROM:** Robert A. Boudreau  
Chair, Academic Quality Assurance Committee

**RE:** Master of Arts, Academic Quality Assurance Review

In accordance with the U of L *Academic Quality Assurance Policy and Process*, the Academic Quality Assurance Committee approved the review of the Master of Arts at its September 26, 2014 meeting.

The Program Review Committee for this review comprised Ian MacLachlan (Program Review Coordinator), Carly Adams, Geoffrey Hale, Jason Larendeau, Suzanne Lenon, and Heidi MacDonald. The review produced four documents:

1. *Master of Arts Program Review 2013: Self-Study Report* (received January 21, 2014) - self-study report developed by the Master of Arts Self Study Committee.
2. *Report on the Review of Masters of Arts Graduate Program 2014, University of Lethbridge* (received April 8, 2014) – External Review Report by Richard Arthur (McMaster University) and Julia Harrison (Trent University), based on their site visit of March 5 – 7, 2014.
3. *Master of Arts Program Review 2013/2014: Review Committee Response to the External Review Report* (received May 12, 2014) – response of the Self Study Committee to the external review.
4. *Master of Arts Program Review 2013/2014: Dean's Response* (received September 5, 2014) – response to the review, written by Craig Cooper, Dean of the Faculty of Arts and Science and Rob Wood, Dean of the School of Graduate Studies.

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† All documents are available upon request.

## ***Self Study***

The Self Study Report summarized the strengths, weaknesses, opportunities, and threats for the M.A. program:

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<b><i>Strengths:</i></b>	<ul style="list-style-type: none"><li>• Rising enrolment.</li><li>• Flexible program design.</li><li>• Small class sizes.</li><li>• Interdisciplinary study is available.</li><li>• Online admission system.</li><li>• Graduate employment rates and degree relevancy are strong.</li></ul>
<b><i>Weaknesses:</i></b>	<ul style="list-style-type: none"><li>• Though enrolment is growing, the number of faculty members is low, and in some areas is falling.</li><li>• Graduate teaching and supervision are above faculty workload norms.</li><li>• Budget reductions constrain the growth of graduate programming and a culture of graduate education.</li><li>• The flexible and unique nature of most majors makes promotion and recruitment a challenge.</li><li>• In many majors there is low enrolment and no graduate cohort.</li><li>• There are communication challenges between the School of Graduate Studies, faculty members, and students.</li><li>• On-campus services are mostly geared towards undergraduate students.</li><li>• Cumbersome paper-based registration process.</li><li>• No formal academic advising for M.A. students.</li></ul>
<b><i>Opportunities:</i></b>	<ul style="list-style-type: none"><li>• Use the program's unique features—like small class sizes, strong research culture, and interdisciplinary programming—to recruit students.</li><li>• Increase the visibility of faculty member research profiles.</li><li>• Use Research Centres and Institutes to recruit students with specialized interests.</li></ul>
<b><i>Threats:</i></b>	<ul style="list-style-type: none"><li>• Competition from M.A. programs at older, larger, and newer institutions.</li><li>• Impacts of budget cuts.</li></ul>

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The report listed several questions upon which the Self Study Committee sought the advice of the External Reviewers:

### ***Questions related to academic quality and sustainability***

1. How does the program compare with other M.A. programs in Canada?
2. Is the program attracting the best students? How can it attract stronger applicants?
3. Are admission standards rigorous enough to ensure M.A. students are academically prepared for graduate-level study?
4. Should the program consider applications that do not identify a supervisor?
5. Should external examiners be mandatory for the oral defence?
6. Should every social sciences and humanities department be encouraged to have an M.A. program?

### *Questions related to administration*

1. Does the program have the right balance between centralized administration and departmental implementation?
2. How can a culture of graduate education be cultivated in academic units and across the M.A. program?
3. How can we address concerns about integrating, evaluating, and acknowledging faculty teaching and supervision at the graduate level?
4. Does the funding model for M.A. students conform to national standards and will it attract qualified applicants?
5. Is the program being effectively promoted?
6. Are administrative systems adequate for monitoring student progress and intervening when necessary?
7. Are admission deadlines consistent with other M.A. programs nationally? Should there be different admission deadlines for domestic and international students?
8. Do completion rates compare favourably with other M.A. programs in Canada, and how can we improve our completion rates?
9. Should exit interviews be conducted with students who withdraw?

### **External Review**

Strengths of the M.A. program mentioned in the body of the External Review report included:

- Levels of satisfaction with the program for current students and alumni are high.
- Faculty are engaged and are committed to providing a rewarding educational experience.
- Senior administrators and administrative staff are committed to improving services for graduate students.
- Applications have increased from 18 in 2013 to 42 in 2014. This increase is likely spurred by a new online admission process and increased marketing of the program.
- The Individualized Multidisciplinary Major is successful, accounting for almost 50% of M.A. enrolment from 2009 to 2013. This success has allowed several regularized graduate seminars to be offered.

The report also noted several weaknesses and challenges:

- Some faculty feel there is a limited capacity to offer high-quality graduate teaching beyond a small number of graduate students.
- The U of L struggles to create a culture of graduate education.
- It is difficult to bring cohesion to the program, which is dispersed across several faculties, departments, and disciplines.
- An early retirement incentive program will reduce the number of faculty, which may hamper efforts to expand graduate programs at the U of L.
- There is a large volume of paperwork for each M.A. student.
- Faculty feel that the School of Graduate Studies does not communicate with them effectively.
- The division of administrative duties between the offices of the Dean of Arts and Science and the School of Graduate Studies is overly complicated.

- The requirement for applicants to identify a potential supervisor before applying for admission privileges those who already know some U of L faculty members.

The External Review Report compiled 30 recommendations for strengthening the M.A. program:

1. To facilitate an enrolment increase in the M.A. program:
  - a) Restore and increase the faculty complement in the arts departments.
  - b) Increase funding available to M.A. students.
  - c) Increase administrative support for the M.A. program in the School of Graduate Studies and the involved departments.
2. Ask all arts department and programs to develop plans, timelines, and resource needs for expanding graduate teaching.
3. Research the impacts of the change to the funding model for M.A. students that doubles the required hours for Teaching Assistants/ Research Assistants.
4. Make efforts to improve the success rate of arts faculty in obtaining SSHRC and other external research grants.
5. Raise the minimum GPA for admission to 3.3, and require that applicants submit a writing sample electronically.
6. Regarding the requirement for applicants to identify a supervisor before applying, change this to something that is encouraged. For those applicants uncertain about potential supervisors, require that they contact the Departmental Graduate Education Committee Chair (see recommendation 7).
7. Continue developing a Departmental Graduate Education Committee (DGEC) for each department involved in the M.A. program. Keep the five duties of the DGEC Chair that are described in the draft DGEC Terms of Reference. The DGEC Chair should be a faculty member who is not a department chair, and he or she should be appointed for at least a three-year term. The duties of the DGEC Chair should also include:
  - Act as the Graduate Teaching Assistant (GTA) coordinator.
  - Work with administrative staff to timetable graduate courses in the department.
  - Ensure students' annual progress reports are completed.
  - Be the departmental contact for M.A. program requirements, policies, and procedures.
  - Act as the departmental graduate advisor and be the first point of contact for student or faculty concerns or grievances related to graduate teaching and supervision.

The School of Graduate Studies should mentor DGEC Chairs to help them in their duties. Very small departments could consider a joint DGEC committee, whose Chairship could alternate between departments.

8. Review the structure and role of the existing Program Committees. Consider replacing Program Committees with one committee, made up of the DGEC Chairs, that meets regularly with the Dean of the School of Graduate Studies. The purpose of these meetings could be to: decide admissions; develop policies and procedures for the M.A. program; and facilitate mentoring of the DGEC Chairs.
9. Review all paperwork that tracks a students progress from registration to graduation, with the goal of reducing the volume of paperwork and limiting the number of signatures required for approvals.

10. For each department, review the level of administrative support required by the teaching and supervision of graduate students.
11. Have the SGS review its priorities, communication strategies, and hours of operation to find ways to meet student and faculty needs more effectively.
12. Offer an orientation for incoming M.A. students, organized and run jointly by the SGS, DGEC Chairs, and the Graduate Students Association.
13. Reconsider the existing policy of having three annual intakes of M.A. students, as this works against developing peer communities and offering graduate courses and leads to repetition in orientation processes.
14. Have the School of Graduate Studies and the Faculty of Arts and Science work with the Registrar's Office to improve their capacity to assess international transcripts.
15. Increase the number of international fee waivers and develop a system to ensure these waivers are spread equitably across graduate programs.
16. Help departments to ensure they have designated graduate office space and informal spaces for graduate students. Small departments or interdisciplinary programs could consider shared spaces.
17. Work towards the goal of having all M.A. students experience most of their graduate courses in a seminar format. Explore the use of videoconferencing.
18. Phase out or redesign undergraduate/graduate courses (3000/4000/5000 level or so-called "super-size" courses) so graduate student needs are better met.
19. Develop and implement a preliminary standardized system of compensation for graduate teaching. Continue to evolve this system.
20. In five years, revisit the issue of a system of compensation for graduate supervision for M.A. faculty members.
21. Implement a system of tracking supervisions and graduate teaching.
22. Put all relevant graduate administrative services online.
23. Develop consistent guidelines and expectations for Teaching Assistant and Research Assistant responsibilities.
24. Form a task force to consider how to nurture an enhanced graduate culture at the U of L. Membership could include: two DGEC Chairs; SGS representatives; Dean of the School of Graduate Studies; GSA representatives; and graduate student reps.
25. Use external examiners (i.e., experts from outside the U of L) for M.A. thesis exams.
26. Do not use different application deadlines for international students.
27. Strive to decrease the average time to completion. As a first step, determine the factors that prolong time to completion.
28. Do not invest significant resources into doing exit interviews, but when done they should be conducted by a DGEC Chair.
29. Consider having U of L Research Centres offer interdisciplinary graduate courses. For example, the Centre for Oral History and Tradition, the Institute for Child and Youth Services, and the Centre for Culture and Community. In the future, Research Centres may lead to distinctive multidisciplinary niche graduate programs.

30. Review how the M.A. program can address the U of L's strategic goals on expanding the numbers and success rates of FNMI students.

### **Program Response**

In their Program Response, the Self Study Committee responded to the 30 recommendations from the External Review Report:

<b>Recommendation:</b>	<b>Program Response:</b>
1. To facilitate an enrolment increase in the M.A. program - a) Restore and increase the faculty complement in the arts departments. b) Increase funding available to M.A. students. c) Increase administrative support for the M.A. program in the School of Graduate Studies and the involved departments.	Adequate resources are critical for growing graduate student numbers. Five-year and ten-year plans should be developed for faculty requirements, administrative supports, and external funding.
2. Ask all arts department and programs to develop plans, timelines, and resource needs for expanding graduate teaching.	The Dean of Arts and Science should provide a template to departments for a planning exercise. This and several other recommendations will ensure the departments take a more prominent role in graduate studies that is similar to the larger comprehensive universities.
3. Research the impacts of the change to the funding model for M.A. students that doubles the required hours for Teaching Assistants / Research Assistants.	Agreed. We have to seriously consider the impacts on undergraduate learning environments and graduate student professional development and learning.
4. Make efforts to improve the success rate of arts faculty in obtaining SSHRC and other external research grants.	As only 21 to 26% of SSHRC applications are funded nationally, this is a complex issue. Though the U of L has below average SSHRC success rates, the Research Services office has helped increase its rates.
5. Raise the minimum GPA for admission to 3.3, and require that applicants submit a writing sample electronically.	Agreed.
6. Regarding the requirement for applicants to identify a supervisor before applying, change this to something that is encouraged. For those applicants who are uncertain about potential supervisors, require that they contact the Departmental Graduate Education Committee Chair (see recommendation 7).	A student should be accepted without an identified supervisor only when the DGEC has approved this, based in the student's research interests, the availability of potential supervisors, and the ability of the department to provide appropriate coursework. The Graduate Director will have to support these students in arranging coursework and selecting a supervisor.

Recommendation:	Program Response:
<p>7. Continue developing a Departmental Graduate Education Committee (DGEC) for each department involved in the M.A. program. Keep the five duties of the DGEC Chair that are described in the draft DGEC Terms of Reference. The DGEC Chair should be a faculty member who is not a department chair, and he or she should be appointed for at least a three year term. The duties of the DGEC Chair should also include:</p> <ul style="list-style-type: none"> <li>• Act as the Graduate Teaching Assistant (GTA) coordinator.</li> <li>• Work with administrative staff to timetable graduate courses in the department.</li> <li>• Ensure students' annual progress reports are completed.</li> <li>• Be the departmental contact for M.A. program requirements, policies, and procedures.</li> <li>• Act as the departmental graduate advisor and be the first point of contact for student or faculty concerns or grievances related to graduate teaching and supervision.</li> </ul>	<p>Every department should have a Graduate Director who is responsible for graduate studies in that unit and who chairs the DGEC. Graduate Directors should have a three-year term that is staggered so changeover does not coincide with the changeover of Department Chairs. Graduate Directors must be trained to take over as departmental graduate student advisor. Creating Graduate Director positions will require careful management of faculty service and graduate teaching and supervisory loads.</p>
<p>The School of Graduate Studies should mentor DGEC Chairs to help them in their duties. Very small departments could consider a joint DGEC committee, whose Chairship could alternate between departments.</p>	
<p>8. Review the structure and role of the existing Program Committees. Consider replacing Program Committees with one committee made up of the DGEC Chairs that meets regularly with the Dean of the School of Graduate Studies. The purpose of these meetings could be to: decide admissions; develop policies and procedures for the M.A. program; and facilitate mentoring of the DGEC Chairs.</p>	<p>Agreed. However, how to reshape the Program Committee will have to be considered carefully so the committee does not become too large.</p>
<p>9. Review all paperwork that tracks a student's progress from registration to graduation, with the goal of reducing the volume of paperwork and limiting the number of signatures required for approvals.</p>	<p>Agreed.</p>
<p>10. For each department, review the level of administrative support required by the teaching and supervision of graduate students.</p>	<p>Many pressures are pushing for the decentralization of the administration of graduate studies from the School of Graduate Studies to the departments where the students reside.</p>
<p>11. Have the SGS review its priorities, communication strategies, and hours of operation to find ways to more effectively meet student and faculty needs.</p>	<p>Agreed.</p>

<b>Recommendation:</b>	<b>Program Response:</b>
12. Offer an orientation for incoming M.A. students, organized and run jointly by the SGS, DGEC Chairs, and the Graduate Students Association.	The orientation should be a combined effort by SGS and the Graduate Students Association
13. Reconsider the existing policy of having three annual intakes of M.A. students, as this works against developing peer communities and offering graduate courses and leads to repetition in orientation processes.	Agreed.
14. Have the SGS and the Faculty of Arts and Science work with the Registrar's office to improve their capacity to assess international transcripts.	The SGS is working with the Admissions Office to develop a GPA calculation manual.
15. Increase the number of international fee waivers and develop a system to ensure these waivers are spread equitably across graduate programs.	Agreed.
16. Help departments in ensuring they have designated graduate office space and informal spaces for graduate students. Small departments or interdisciplinary programs could consider shared spaces.	Agreed.
17. Work towards the goal of having all M.A. students experience most of their graduate courses in a seminar format. Explore the use of videoconferencing.	Agreed, though this is more workable in those departments with larger cohorts of graduate students.
18. Phase out or redesign undergraduate / graduate courses (3000/4000/5000 level or so-called "super-size" courses) so graduate student needs are better met.	Agreed, with special focus on third-year courses.
19. Develop and implement a preliminary standardized system of compensation for graduate teaching. Continue to evolve this system.	The Graduate Education Working Group document <i>Supplementary Documents for Managing Assigned Duties in the Faculty of Arts and Science</i> must be implemented.
20. In five years, revisit the issue of a system of compensation for graduate supervision for M.A. faculty members.	Agreed, subject to the implementation of the document noted in recommendation 19.
21. Implement a system of tracking supervisions and graduate teaching.	Agreed.
22. Put all relevant graduate administrative services online.	Agreed. But online services must be reviewed and monitored to ensure they are accessible and user friendly.
23. Develop consistent guidelines and expectations for Teaching Assistant and Research Assistant responsibilities.	Agreed.

<b>Recommendation:</b>	<b>Program Response:</b>
24. Form a task force to consider how to nurture an enhanced graduate culture at the U of L. Membership could include: two DGEC Chairs; SGS representatives; Dean of the School of Graduate Studies; GSA representatives; and graduate student reps.	Agreed.
25. Use external examiners (i.e., experts from outside the U of L) for M.A. thesis exams.	Agreed.
26. Do not use different application deadlines for international students.	Revisiting the three admissions deadlines (recommendation 13) may ease difficulties for international student admissions.
27. Make efforts to decrease the average time to completion. As a first step, determine the factors that prolong time to completion.	Developing a cohesive graduate culture and a cohort experience may help achieve shorter completion times and reduced attrition rates.
28. Do not invest significant resources into doing exit interviews, but when done they should be conducted by a DGEC Chair.	Information from exit interviews may illuminate factors that affect completion rates.
29. Consider having U of L Research Centres offer interdisciplinary graduate courses. For example, the Centre for Oral History and Tradition, the Institute for Child and Youth Services, and the Centre for Culture and Community. In the future, Research Centres may lead to distinctive multidisciplinary niche graduate programs.	Research centres do not currently offer programs, so offering courses through them is not recommended. But Research Centres could provide M.A. students with other opportunities, like internships.
30. Review how the M.A. program can address the U of L's strategic goals on expanding the numbers and success rates of FNMI students.	Agreed.

### ***Dean's Response***

The Dean's Response also addressed the recommendations from the External Review Report:

<b>Recommendation:</b>	<b>Dean's Response:</b>
1. To facilitate an enrolment increase in the M.A. program - a) Restore and increase the faculty complement in the arts departments. b) Increase funding available to M.A. students. c) Increase administrative support for the M.A. program in the School of Graduate Studies (SGS) and the involved departments.	Growth of the M.A. program will require more resources.  Faculty complement - For a department to offer four graduate courses per year would require at least one additional faculty member.  Student funding - Additional student funding is required to support a rising number of M.A. students. These funds can come from several sources: increase in government funding; reallocation of internal resources; fundraising; applications for additional, internal one-time strategic priority funds; increasing reliance on financial contributions from faculty research funds.  Funding will likely have to be secured from a combination of sources. The Deans will work with the Provost to identify and solicit funds to support expansion of the M.A. program.

Recommendation:	Dean's Response:
	Administrative support - Assess the role of the administrative support personnel for the M.A. program that are at the departmental level in the Faculty of Arts and Science. If possible and required, make new investments in human resources for the offices of the School of Graduate Studies and the Faculty of Arts and Science.
2. Ask all arts department and programs to develop plans, timelines, and resource needs for expanding graduate teaching.	The departments should complete a standard planning document that addresses, for example: teaching, enrolment management, capacity for graduate supervision, and resources (e.g., resource implications of supporting graduate expansion, or undergraduate growth required to support graduate expansion).
3. Research the impacts of the change to the funding model for M.A. students that doubles the required hours for Teaching Assistants / Research Assistants.	Agreed. Any expansion in T.A. /R.A. hours must be used by departments and programs to enhance undergraduate teaching.
4. Make efforts to improve the success rate of arts faculty in obtaining SSHRC and other external research grants.	Researchers should explore Development and Partnership grants and other types of external funding. Workshops should be developed to mentor researchers on successful grant applications.
5. Raise the minimum GPA for admission to 3.3, and require that applicants submit a writing sample electronically.	This recommendation should be discussed by the M.A. Program Committee, the Arts and Science Council, and the Graduate Council.
6. Regarding the requirement for applicants to identify a supervisor before applying, change this to something that is encouraged. For those applicants uncertain about potential supervisors, require that they contact the Departmental Graduate Education Committee Chair.	Agreed.
7. Continue developing a Departmental Graduate Education Committee (DGEC) for each department involved in the program. Keep the five duties of the DGEC Chair described in the draft DGEC Terms of Reference. The DGEC Chair should be a faculty member who is not a department chair, and he or she should be appointed for at least a three year term. The duties of the DGEC Chair should also include: <ul style="list-style-type: none"> <li>• Act as the Graduate Teaching Assistant coordinator.</li> <li>• Work with administrative staff to timetable graduate courses in the department.</li> <li>• Ensure students' annual progress reports are completed.</li> <li>• Be the departmental contact for M.A. program requirements, policies, and procedures.</li> <li>• Act as the departmental graduate advisor and be the first point of contact for student or faculty concerns or grievances related to</li> </ul>	Agreed. The DGECs should assume greater oversight of student advising, conflict resolution, and facilitating and monitoring post-admission academic milestones. Bring this recommendation for consideration to the Faculty of Arts and Science Dean's Advisory Committee in the Fall 2014 semester.

<b>Recommendation:</b>	<b>Dean's Response:</b>
<p>graduate teaching and supervision.</p> <p>The School of Graduate Studies should mentor DGEC Chairs to help them in their duties. Very small departments could consider a joint DGEC committee, whose Chairship could alternate between departments.</p>	
<p>8. Review the structure and role of the existing Program Committees. Consider replacing Program Committees with one committee made up of the DGEC Chairs that meets regularly with the Dean of the School of Graduate Studies. The purpose of these meetings could be to: decide admissions; develop policies and procedures for the M.A. program; and facilitate mentoring of the DGEC Chairs.</p>	<p>Do not agree.</p> <p>Once DGECs can assume the duties of the current M.A. Program Committee, the latter committee should be phased out.</p>
<p>9. Review all paperwork that tracks a student's progress from registration to graduation, with the goal of reducing the volume of paperwork and limiting the number of signatures required for approvals.</p>	<p>The SGS is completing an audit of all paper-based processes related to graduate students. Many processes will likely become automated.</p> <p>Several processes and levels of approval are under the control of the Office of the Dean of Arts and Science or by the Registrar's Office and Student Services (ROSS). Those units should also examine their own processes to identify potential efficiencies.</p>
<p>10. For each department, review the level of administrative support required by the teaching and supervision of graduate students.</p>	<p>There is a need to assess the administrative support demands on the departments. But there is not necessarily a need to decentralize resources from the SGS and the Office of the Dean of Arts and Science. An assessment should also be done of the administrative support capacity in the SGS and the Office of the Dean of Arts and Science.</p>
<p>11. Have the SGS review its priorities, communication strategies, and hours of operation to find ways to more effectively meet student and faculty needs.</p>	<p>The SGS already uses several communication methods. Changes to these will have to consider broader institutional communications policies.</p> <p>The SGS has expanded its service and the office will now be open over the noon hour.</p>
<p>12. Offer an orientation for incoming M.A. students, organized and run jointly by the SGS, DGEC Chairs, and the Graduate Students Association.</p>	<p>A jointly-offered orientation could be more effective.</p>
<p>13. Reconsider the existing policy of having three annual intakes of M.A. students, as this works against developing peer communities and offering graduate courses and leads to repetition in orientation processes.</p>	<p>Ongoing discussion of intakes is taking place at the M.A. Program Committee, particularly about phasing out the May 1 application deadline (leaving February 1 and October 1). The effect this would have on recruitment should be carefully considered.</p>

Recommendation:	Dean's Response:
14. Have the SGS and the Faculty of Arts and Science work with the Registrar's office to improve their capacity to assess international transcripts.	Assessing transcripts does not fall under the scope of the SGS. However, there are cases where the SGS has to work closely with the Admissions Office in ROSS to accurately classify a student's academic standing. Having online information about the process to assess transcripts and calculate GPAs would be beneficial.
15. Increase the number of international fee waivers and develop a system to ensure these waivers are spread equitably across graduate programs.	One solution is to critically assess the tuition fees charged for international graduate students, considering the Canadian trend of gradually equalizing these fees with those for domestic graduate students. This could have positive effects on international student recruitment.
16. Help departments in ensuring they have designated graduate office space and informal spaces for graduate students. Small departments or interdisciplinary programs could consider shared spaces.	Space is scarce, and until the new science building opens it is unlikely that there will be additional space for graduate students. Arts and Science strives to give M.A. students a desk in a shared graduate student room, and to provide space to graduate students who are fulfilling their T.A. duties.
17. Work towards the goal of having all M.A. students experience most of their graduate courses in a seminar format. Explore the use of videoconferencing.	Ideally, every department that has a cohort of at least five M.A. students should offer at least four seminar courses per year. This may not be possible for all departments.  We should consider whether every department should offer an M.A., and explore more interdisciplinary M.A. programs that involve several departments.
18. Phase out or redesign undergraduate/graduate courses (3000/4000/5000 level or so-called "super-size" courses) so graduate student needs are better met.	3000-level undergraduate/graduate courses would be eliminated. M.A. students could be allowed to take one or two 4000-level courses beyond the required three graduate courses to fill knowledge gaps. In addition, high-achieving fourth year undergraduates could be allowed to take one to two 5000-level courses.
19. Develop and implement a preliminary standardized system of compensation for graduate teaching. Continue to evolve this system.	The <i>Supplementary Documents for Managing Assigned Duties in the Faculty of Arts and Science</i> has to be reworked, as it is out of date. Fully-subscribed graduate courses are treated as being part of a faculty member's regular teaching load. The problematic part is how to treat graduate supervision as part of the regular teaching load.
20. In five years, revisit the issue of a system of compensation for graduate supervision for M.A. faculty members.	See the response to number 19, above.  In addition, article 2 vi (d) of the <i>Supplementary Documents for Managing Assigned Duties in the Faculty of Arts and Science</i> reads: "Normally, accounting for Supervision will be done ahead of time..." Most institutions that provide compensation for graduate supervision do this after the faculty member has successfully supervised a certain number of graduate students. This article, therefore, will have to be revisited.

<b>Recommendation:</b>	<b>Dean's Response:</b>
21. Implement a system of tracking supervisions and graduate teaching.	Regardless of the system of compensation for graduate supervision and teaching, adequate tracking is essential.
22. Put all relevant graduate administrative services online.	Agreed. Recent online processes are the online graduate application system and electronic submission of thesis documents. The SGS will continue its work with consultants to create online workflows for post-admission processes.
23. Develop consistent guidelines and expectations for Teaching Assistant and Research Assistant responsibilities.	The GSA Collective Agreement provides guidelines for appointment offers and duty assignments, and other issues related to TAs and RAs. Departmental administrators must become familiar with this agreement and help familiarize their colleagues with it.
24. Form a task force to consider how to nurture an enhanced graduate culture at the U of L. Membership could include: two DGEC Chairs; SGS representatives; Dean of the School of Graduate Studies; GSA representatives; and graduate student reps.	Agreed, but wait until the M.Sc. and Masters of Counselling QA reviews are completed.
25. Use external examiners (i.e., experts from outside the U of L) for M.A. thesis exams.	This recommendation should be discussed at Arts and Science Council and at Graduate Council.
26. Do not use different application deadlines for international students.	Caution is advised regarding managing international graduate student application deadlines. There are delays in securing study permits and constraints on institutions in assisting with this process. Application deadlines have to account for the time needed to secure study permits.
27. Make efforts to decrease the average time to completion. As a first step, determine the factors that prolong time to completion.	A comprehensive and comparative analysis of completion rates for the M.A. program should be done. The analysis may have to be taken to the major or departmental level, and should be compared to completion rates for M.A. programs at other comprehensive universities in Canada.
28. Do not invest significant resources into doing exit interviews, but when done they should be conducted by a DGEC Chair.	An exit survey may be more feasible.
29. Consider having U of L Research Centres offer interdisciplinary graduate courses. For example, the Centre for Oral History and Tradition, the Institute for Child and Youth Services, and the Centre for Culture and Community. In the future, Research Centres may lead to distinctive multidisciplinary niche graduate programs.	Research Centres and Institutes can play a greater role in graduate student training. For example, the Institute of Child and Youth Studies is considering developing a multidisciplinary M.A. The director of the centre or institute could coordinate a new M.A. program, with the courses delivered by various departments.

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<b>Recommendation:</b>	<b>Dean's Response:</b>
30. Review how the M.A. program can address the U of L's strategic goals on expanding the numbers and success rates of FNMI students.	The School of Graduate Studies has representation on the U of L Committee on Aboriginal Education. This will provide opportunities to discuss various issues related to FNMI graduate students and graduate education.

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The Academic Quality Assurance Committee is satisfied that the Master of Arts academic quality assurance review has followed the U of L's academic quality assurance process appropriately, and acknowledges the successful completion of the review.

Sincerely,

ORIGINAL SIGNED BY:

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Robert A. Boudreau  
Chair, Academic Quality Assurance Committee

Cc: Andrew Hakin, Provost and Vice President (Academic)