

TIME-TO-COMPLETION

**Report of the Task Force
on
Time-to-Completion**

Submitted to:

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August 2010



UNIVERSITY
OF MANITOBA

Authorship

The undersigned acknowledge that they have contributed to the authorship and concur with the content and recommendations of this report.

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Executive Summary

The review of graduate programs at the University of Manitoba began in October 2001. Over the last eight years almost all of the University's one-hundred and thirty-four graduate programs have been reviewed. One of the issues that arises in a majority of external graduate program reviews is time-to-completion, in particular, comments from external reviewers that our graduate students are taking too long to complete their graduate programs. To address this issue, the Vice-President (Academic) and Provost asked the Dean of Graduate Studies to strike and chair a Task Force on Time-to-Completion. The Task Force was asked to: (a) identify and elucidate the issues affecting time-to-completion in graduate programs at the University of Manitoba; (b) undertake a broad consultation that includes, but is not limited to, University of Manitoba professors, researchers, graduate students, and administration; and (c) recommend changes to improve graduate program completion times and where appropriate bring them in line with national median values for the humanities, social sciences, physical sciences, and life sciences. The Task Force included representation from the humanities, social sciences, physical sciences, life sciences, Vice-President (Research) Office, and Graduate Student Association, as well as the Director, Office of Institutional Analysis, and University Budget Officer & Executive Assistant to the Vice-President (Administration) as resource persons. Open and closed hearings were offered on the Fort Garry and Bannatyne campuses. A total of forty-two submissions were received.

Data provided by the Office of Institutional Analysis shows that as of November 2009, 32% of all the university's full-time master's students had been in their program more than two years; 17% have been pursuing a master's for four or more years. An examination of the time-in-program data indicates there is considerable variation from discipline to discipline, ranging from approximately 10% to more than 50% of the students in a unit exceeding the expected time-to-completion. An analysis of the university's full-time doctoral student population shows that 34% have been in their program more than four years; 21% have been undertaking doctoral studies for six or more years.

The Time-to-Completion Task Force heard that there are students who are receiving excellent supervision, encouragement, and supports, and are completing their studies in a timely manner. However, there are also students that are taking too long to complete their graduate degree program. After considering all submissions, the Task Force summarized the issues raised around time-to-completion under the following headings:

- graduate student funding,
- advisor and supervisory committee,
- coursework, research, and
- demographics.

The Time-to-Completion Task Force developed recommendations with the following principles in mind:

- to provide a high quality graduate student experience at the University of Manitoba;
- to optimize the university's capacity to train highly qualified personnel;
- to better meet the demands for highly qualified personnel;
- to minimize the debt of a graduate student; and
- to minimize the impact of delaying entry into the job market thereby increasing the life-time earning potential of a graduate student.

The Task Force grouped its recommendations regarding time-to-completion into four themes; those themes and the associated recommendations are as follows:

Raising Education and Awareness

The Faculty of Graduate Studies should:

- partner with the Vice-Provost (Academic Affairs) to develop and offer workshops for faculty members on “Supervising Graduate Students and the Student-Advisor Relationship” (*recommendation 7.1a*);
- increase communication, networking, and workshops for “Front-line” personnel to ensure graduate students receive accurate and up-to-date information regarding changes to guidelines, policies, and practices (*recommendation 7.1b*);
- increase its collaboration with the Graduate Students' Association to develop and offer more workshops for graduate students (*recommendation 7.1c*);
- develop a companion document to the ROASS policy that explicitly addresses the issues regarding graduate student supervision and the student-advisor relationship (*recommendation 7.1d*); and
- develop a handbook and a website of “Best Practices” (*recommendation 7.1e*).

Structural Changes

- Reduce the maximum time limits for full-time students to complete a master's or a doctorate degree to 36 and 72 months, respectively, and explicitly state the expected completion times are 24 and 48 months, respectively; the current stated maxima would continue to apply to part-time students (*recommendation 7.2a*).
- The Faculty of Graduate Studies should review its handling of requests for time extensions with a view to developing clearer guidelines or a policy (*recommendation 7.2b*).
- The Faculty of Graduate Studies should develop an agreement that articulates the Student-Advisor Roles and Responsibilities (*recommendation 7.2c*).
- The structure of graduate student fees at the University of Manitoba should be reviewed relative to other medical/doctoral (i.e., research-intensive) universities (*recommendation 7.2d*).

Improved Monitoring and Remediation

- Graduate students need to be, in general, more closely and more consistently monitored by their advisor and, in particular, by their respective unit. Progress Reports should not be viewed as an administrative burden, but rather as an integral part of assessing graduate student performance and ensuring a timely completion (*recommendation 7.3a*).
- The Faculty of Graduate Studies should work with the Registrar's Office and the Information Services & Technology Aurora Team to ensure that the information required to properly monitor students is being collected. These data should be integrated into the periodic review of graduate programs (*recommendation 7.3b*).
- The Faculty of Graduate Studies should develop a mandatory exit survey, which should be given to all graduate students, to query a student's experience and to monitor and improve frequently cited problems within the Faculty of Graduate Studies or the student's unit (*recommendation 7.3c*).

The Graduate Enterprise

- Units should develop nominal load criteria that outline expectations for teaching, research, and service. Faculty members who supervise a significant number of graduate students above the nominal load whilst maintaining a typical (undergraduate and/or graduate) teaching load should be monitored at the unit level to ensure they are providing acceptable access and timely feedback to their graduate students (*recommendation 7.4a*).
- Budget deans and unit heads will need to play a central role in effecting, where it has been determined it is required, a change in student time-to-completion. To this end, a unit's time-to-completion data should inform the university's resource allocation process. Consideration would have to be given to the distribution of full-time versus part-time students (*recommendation 7.4b*).
- Units should offer required courses on a regular basis to ensure that the scheduling of courses and the required course load does not affect a student's time-to-completion. This list should be available to prospective and current students for planning purposes. Courses that have not been offered for a significant period of time (i.e., five years) should be deleted from the system (*recommendation 7.4c*).

This report should be widely distributed to solicit feedback, raise awareness, implement change, and make change stick.

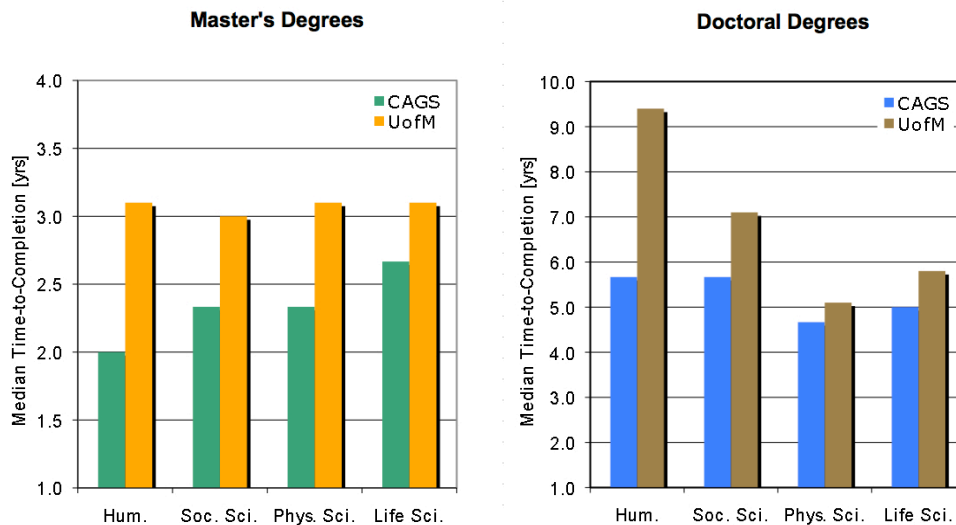
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1. Introduction

In May 2000, Senate approved the periodic review of all graduate programs at the University of Manitoba. Approximately eighteen (18) graduate programs have been reviewed each year since the process of program reviews began in October 2001. While there are a number of common issues threaded through many of the graduate program reviews, one of the recurring issues is graduate student time-to-completion in both master’s and doctoral programs.

An examination of the data from the Office of Institutional Analysis at the time the Task Force was struck (*i.e.*, November 2007) indicated that 39.8% of full-time master’s and 34% of full-time doctoral students had been in their programs more than two and four years, respectively. A more detailed analysis of time-to-completion data undertaken by the Faculty of Graduate Studies in early 2006 with the assistance of IST Administrative Systems showed that the median time-to-completion for full-time master’s and full-time doctoral students in the humanities, social sciences, physical sciences, and life sciences, were all longer than the respective median time-to-completion data published by the Canadian Association for Graduate Studies (CAGS) in 2004. These data reinforced what external reviewers were repeatedly noting, namely, that in some graduate programs our students are taking too long to complete their studies.



Median time-to-completion data for full-time masters and full-time doctoral degrees at the University of Manitoba versus those reported by CAGS (2004)¹ for graduates in the humanities, social sciences, physical sciences, and life sciences. The University of Manitoba data is based on 2721 full-time students that graduated between February 2000 and October 2005.

¹ Canadian Association for Graduate Studies (2004). The Completion of Graduate Studies in Canadian Universities: Report & Recommendations.

2. Terms of Reference

In a memo dated 14 April 2008 the Vice-President (Academic) and Provost asked the Dean of Graduate Studies to strike and chair a Task Force on Time-to-Completion. The terms of reference for the Task Force were defined as follows:

- to identify and elucidate the issues affecting time-to-completion in graduate programs at the University of Manitoba;
- to undertake a broad consultation that includes, but is not limited to, University of Manitoba professors, researchers, graduate students, and administration; and
- to recommend changes to improve graduate program completion times and where appropriate bring them in line with national median values for the humanities, social sciences, physical sciences, and life sciences.

3. Membership

The Dean of the Faculty of Graduate Studies, Dr. John (Jay) Doering, chaired the Task Force. The Task Force included the following representation:

Six (6) members representing the:

- humanities (Dr. Barry Ferguson, History)
- social sciences (Dr. Todd Mondor, Psychology)
- physical sciences (Dr. James Blatz, Civil Engineering)
- life sciences (Dr. Karin Wittenberg, Animal Science)
- Vice-President (Research) Office (Dr. Peter Cattini, Physiology)
- Graduate Student Association (Aaron Glenn, GSA President)

Resource Persons:

- Thelma Lussier, Director, Office of Institutional Analysis
- Joanne Dyer, University Budget Officer & Executive Assistant to the Vice-President (Administration)

4. Hearings

The Task Force scheduled open and closed hearings on the Fort Garry and Bannatyne Campuses. Presentations made in open hearings were open for all presenters and the public to listen to while presentations given in closed hearings were confidential and closed to the public and other presenters. The hearing dates were scheduled as follows:

Ft. Garry Campus, CLOSED Hearing
Monday, October 20th, 1-4 p.m. Icelandic Boardroom

Room 327 Elizabeth Dafoe Library

Ft. Garry Campus, OPEN Hearing
Monday, November 3rd, 1-4 p.m.,
Rooms 543-544 University Centre

Bannatyne Campus, CLOSED Hearing
Monday, November 17th, 1-4 p.m.
212 Medical Services Bldg.

Bannatyne Campus, OPEN Hearing
Tuesday, November 18th, 1-4 p.m.
Theatre F, Old Basic Sciences, Dentistry Wing

Both the closed and the open Fort Garry campus hearing slots were well utilized. However, both the closed and open meetings scheduled for the Bannatyne campus were cancelled due to the lack of response.

The Task Force received forty-two (42) written submissions, thirty-six (36) via email, five (5) in open session, and one (1) in closed session. Nine (9) people appeared before the Task Force in closed session while twelve (12) people signed up to make presentations to the Task Force in open session; one (1) cancelled due to a last minute trip, but provided a written submission in lieu of an appearance.

5. Submissions to the Task Force

The presentations and submissions to the Task Force have been divided into three categories: problems identified, solutions that were proposed, and notable comments or concerns. The problems identified have been grouped into themes related to:

1. graduate student funding,
2. advisor and supervisory committee,
3. coursework and research, and
4. demographics.

The Task Force received a wide range of input. The Task Force heard that there are many excellent advisors that care deeply about their students and provide a memorable, positive graduate experience. The Task Force also heard about some problems. What follows in the remainder of this section is an organized recounting of the problems identified, solutions that were proposed, as well as comments received. The Task Force has tried to accurately reflect the substantive nature of the oral and written submissions we received.

5.1. Graduate Student Funding

5.1.1. Issues Identified

- A commonly identified issue was that of graduate student funding and, in particular, the need for additional funds for graduate student support.
- That students have to work, due to lack of funding, to support their studies was frequently cited as a reason for prolonging time-to-completion.
- Although working as a Teaching Assistant or Grader-Marker was commonly viewed as beneficial to a graduate student's development, there is a concern that some graduate students might be taking on too many hours.
- The hourly wage of a Grader-Marker or Teaching Assistant, or the amount paid to a sessional instructor was noted to be significantly below the Canadian average; limited financial support is believed to prolong time-to-completion.
- Doctoral students frequently accept or apply for sessional appointments to supplement their pay and/or to gain experience for a career in academia. Concern was expressed that some doctoral students are taking on too many sessional duties and this can have a significant impact on time-to-completion.
- The expected time-to-completion published in the graduate calendar for master's programs is two-years. International students funded by their home country arrive expecting to complete their studies in two-years. When they are unable to finish in the expected time they struggle to find additional funding, and often have to work, which further prolongs their time-to-completion.
- In disciplines where the job market is strong, students will accept an offer of employment prior to completing their thesis. While the student may have only a few months equivalent work left to complete, holding a full-time job can spread a few months work out to years.

5.1.2. Solutions that were proposed

- Increased funding for graduate students.
- Clearly articulate the duration and amount of funding that a graduate student will receive. Funding for a reasonable fixed period of time can be a significant motivator to ensure that a graduate student completes in a timely manner. Funding can be extended if circumstances beyond either the advisor's or the student's control require a longer duration of study. Limited funding should not be seen as a threat, but rather as an *a priori* statement of expectation.

5.2. Advisor and Supervisory Committee

5.2.1. Issues Identified

- Students reported that their advisors have gone on leave, taken an appointment at another university, or accepted a job in industry or

government and that this negatively affected their time-to-completion. Some students feel that their advisors have taken on too many graduate students and that they are not able to meet with their advisor in a timely manner. Others reported that their advisors were busy with other duties, such as, teaching, professional duties, conference travel, and consulting, and as a result, they reported significant delays (*i.e.*, nine to twelve months) in getting timely feedback on draft manuscripts or thesis chapters. Delays in obtaining feedback on a draft thesis from members of a student's advisory were also noted.

- The significant power imbalance between an advisor and their student was noted. Students depend on their advisor's support to continue in their graduate programs, to receive positive recommendations for scholarships, and often as a means of financial support. Advisors threatening to discontinue one or more of these supports to get a student to conduct work outside the scope of their thesis was cited.
- Advisors engaging graduate students in what is perceived to be unrelated contract work can significantly impact time-to-completion. The power imbalance makes it very difficult for a graduate student to refuse to engage in such work.
- Inexperience supervising graduate students, particularly doctoral students, was noted as prolonging time-to-completion.
- A "*casual*" attitude towards Progress Reports was noted. Committees are not always kept sufficiently apprised of a student's progress. Committee members are sometimes asked to sign a student's Progress Report without having had a proper committee meeting. Some students are allowed to continue (*i.e.*, given a "satisfactory" rating) when their performance is actually "in need of improvement" or "unsatisfactory" because committees are not properly using Progress Reports to monitor a student's performance.

5.2.2. Solutions that were proposed

- It was suggested that new faculty members be required to take a course on how to supervisor graduate students and that new faculty members be assigned a mentor.
- Workshops should be offered to educate new faculty and students on the student-advisor relationship, expectations, policies, procedures, and paperwork.
- An agreement between a graduate student and their advisor was suggested. The agreement should clearly delineate the expected time-to-completion, the amount and number of years of funding, a time frame for feedback on draft papers and thesis chapters, advisor availability, expected hours of work, intellectual property ownership issues, and authorship.
- An advisor should not be given supervisory load credit for supervising students in a master's program more than 2 years or for students in a doctoral program more than 4 years. Note: supervisory load refers to

the work a faculty member incurs as a result of the number of graduate student(s) that she/he supervise.

- A student's progress should be more closely monitored. An advisory committee should be actively engaged in ensuring student progress and should meet more than once per year.
- Advisory committees should ensure, as far as is possible, that the proposed program of study can be completed in a reasonable time frame (two years for a masters and four years for a PhD) with clearly defined milestones. The intent is to develop a proposed program of study that is not overly ambitious so as to ensure a timely completion.

5.3. Coursework and Research

5.3.1. Issues Identified

- The infrequent scheduling of courses, *i.e.*, courses offered every second or third year, or courses offered and then withdrawn, was cited as a significant factor leading to prolonged time-to-completion. Students expressed frustration regarding this issue.
- Some students procrastinate taking compulsory courses that they believe are hard.
- Some students cited a heavy course load as prolonging time-to-completion.

Research related delays were also noted as a reason for extending time-to-completion.

- Students and faculty noted the problems associated with working with animals, plants, and/or organisms, *viz.*, that experiments often do not unfold as anticipated as well as a need to repeat experiments. Field research can require three- or four-years of data to be meaningful; this can significantly impact time-to-completion.
- Delays in obtaining the required approval(s), *i.e.*, ethics, particularly for human studies, were noted.
- Some life science disciplines require a student to publish paper(s) as the 'gold standard' and this can increase time-to-completion. Journal reviewers often require modifications to manuscripts and require that more experiments be undertaken before the paper can be published; these requirements can significantly impact time-to-completion.
- Students cited insufficiently defined (or ambiguous, or impossible) research objectives.
- Insufficient resources including, but not limited to, technical support, lab supplies, and computing power.
- Students reported having to spend too much time diagnosing and repairing broken or antiquated equipment to avoid service call fees. Significant delays in fixing broken equipment were noted.

- The quality of study or research space was noted; study spaces are too cramped and/or too noisy. Delays associated with laboratory or building renovations were also cited.
- Problems were noted with collaborative research, or rather the lack of collaboration between faculty members from the student's perspective; this proved to be time consuming.
- Faculty in some disciplines noted that changing expectations to publish a research paper necessitate longer completion times, e.g., establishing a DNA sequence in itself is no longer sufficient for publication.

5.3.2. Solutions that were proposed

- Courses, especially required courses, should be offered on a yearly basis or perhaps even more than once per year.
- Discourage course-based master's or doctorate [sic] programs or eliminate coursework.
- A student should be assigned a realistic (i.e., not too ambitious) program of study with well-defined milestones and a contingency plan to accommodate unexpected delays.
- It was noted that undergraduate students take approximately five courses per term while graduate students take approximately two courses per term. While it is recognized that more is expected of a graduate student in a graduate course, advisors and committees should expect a graduate student to be conducting research while undertaking a load of two or three graduate courses per term.

5.4. Demographics

5.4.1. Issues Identified

- It was noted that there are graduate students that:
 - hold a part- or full-time job,
 - are married,
 - have children to support and care for, and
 - care for elderly or sick parents,
 and this affects the time that can be dedicated to one's study and, therefore, the time-to-completion. It was further noted that women are often responsible for the bulk of child care and domiciliary chores, which can have a significant impact on the time they can devote to their studies.
- Graduate students of Aboriginal ancestry often constitute the first generation of students in their family in post-secondary education; this is a significant pressure in itself. Further, there is a lack of social supports for Aboriginal and international students, notably family and friends.
- International students obtain work permits to seek employment so that they can supplement their income. This detracts from their primary

focus of completing courses and undertaking research and can negatively affect time-to-completion.

- An international student may prolong their studies so as to obtain their permanent residency status before completing their degree requirements in order to be able to stay in Canada.
- The “*grooming*” of a thesis written by a student whose first language is not English can take significantly longer than for a student for whom English is their first language; this can significantly impact the timeliness of feedback.

5.4.2. Solutions that were proposed

- The library should have longer hours to accommodate atypical students.
- Improved access to childcare to free up more time for a parent to dedicate to their studies.
- A student who has difficulty organizing their thoughts or writing English clearly should hire an editor to “groom” their thesis before submitting it to their advisor or advisory committee.

5.5. Other Suggestions, Comments, and Concerns Identified

In addition to the “issues identified” and “solutions that were proposed” above, the following suggestions, comments, and concerns were also noted.

- Change the published maximum allowable time to complete a full-time master’s and doctoral program.
- Several units noted that faculty members are required to report on the progress of their graduate students to their unit head on at yearly basis.
- Limit time extensions to small blocks of time with well-defined milestones that must be met in order to continue to receive permission to continue, *i.e.*, tightly supervised timeline with deliverables.
- Make time extensions harder to obtain.
- More frequent student progress meetings should be held.
- Change the fee structure for graduate studies. The current program-continuing fee model does not provide an incentive for students to finish; in fact the current rates provide a disincentive as the full-time student tax credit exceeds the value of the continuing fee.
- There should be more frequent assessment of a graduate student’s progress; an Annual Progress Report is insufficient.
- New rules should be imposed for assigning graduate students Research Assistant or Teaching Assistant appointments, specifically, two- and four-year limits should be imposed on master’s and doctoral students, respectively.
- There should be a compulsory exit survey for all graduate students.
- Implement course-based and comprehensive master thesis routes to speed up completion times. [The authors note that this suggestion

contradicts the suggestion in 5.3.2 to discourage course-based programs and discontinue coursework.]

- A financial penalty should be levied at the budget faculty level for graduate students that are in their program “overtime”.
- A graduate student’s quality of life and graduate experience are directly related to the quality of supervision.
- The roles and responsibilities of ALL stakeholders need to be considered and all stakeholders need to be educated (*viz.*, student, advisor, unit head, graduate chair) to raise awareness around time-to-completion issues.
- Many graduate students are not aware of their rights; graduate students need a safer means to report concerns.
- We need to ensure that we properly accommodate graduate students with disabilities.
- The advisor and the student have “conflicting” goals; the student wants to finish while the advisor wants to keep a productive student around as they are a relatively inexpensive source of highly qualified labour.
- Lengthy PhDs lead to student burn out.
- Decreasing time-to-completion will compromise quality.
- There is a preference for “carrot” (incentives) rather than “stick” (penalties or disincentives) mechanism(s) to effect a decrease in completion times.

Finally, the Task Force received the following comments with respect to “process”:

- Concern was expressed that the Task Force would impose a “one size fits all” solution to the complex multi-faceted issue of time-to-completion.
- It was suggested that consultation and feedback be undertaken after the Task Force has prepared a report with recommendations.
- Some units and individuals felt that time-to-completion is not a problem and questioned the need for the Task Force.

6. Discussion

6.1. Graduate Student Funding

- A commonly cited reason for prolonged time-to-completion was inadequate graduate student funding. The goal of providing funding to all full-time doctoral students while desirable is not trivial. Support for our graduate students is derived from stipends to students from research grants and contracts, faculty and departmental based budgets (principally as Teaching Assistantships and Research Assistantships), the Faculty of Graduate Studies through University of Manitoba Graduate Fellowships (UMGF) and Manitoba Graduate Scholarships

(MGS), and Tricouncil Scholarships (*i.e.*, NSERC, SSHRC, CIHR). There are approximately 785 full-time doctoral students and 1575 full-time master's students currently enrolled in the Faculty of Graduate Studies. At present the Faculty of Graduate Studies funds 125 doctoral students and 164 master's students through UMGFs and MGSs, which represents approximately 12% of the full-time graduate student population; the cost of this support is approximately \$4,250,000/yr. About 150 students are funded by Tricouncil Scholarships. Many other students are funded by stipends from their advisor's research grant/contract. The cost of funding 100 doctoral students at \$16,000/yr (the equivalent of a UMGF) and 100 master's students at \$12,000/yr (the equivalent of a UMGF) is \$1,600,000 and \$1,200,000, respectively. If the University of Manitoba wished to guarantee funding to all full-time graduate students at UMGF funding levels (for current enrolment numbers) this would require an additional \$27,210,000. This is more than six (6) times the Faculty of Graduate Studies' current budget for fellowships and scholarships. For the 2009-10 University of Manitoba general operating budget of \$487,000,000, a sum of \$27,210,000 represents approximately 5.6% percent of the overall budget. Finding such quantities of university money to fund graduate students during pressing economic times is simply not possible.

- The practice of reducing a graduate student stipend because they have received needs-based bursary funds is a significant concern. A graduate student should not have their stipend reduced because they have received need-based bursary funding.

6.2. Graduate Student Fees

- The current program-continuing fee model is problematic. Full-time students paying a continuing fee of approximately \$650 have a financial disincentive to finish as the tax credit exceeds the fees paid.
- At present there are approximately 550 full-time master's students and 275 full-time doctoral students that have been in their program more than 24 months and 48 months, respectively. In some disciplines, the continuance of students past their expected time to completion may impede the University's ability to meet the demand for Highly Qualified Personnel.

6.3. Advisor and Supervisory Committee

- The Task Force heard some disconcerting allegations from graduate students. For example, students that have waited nine months to a year before receiving feedback on the first draft of their thesis or have had their intellectual property published without appropriate credit. Although these are relatively rare isolated incidents, there is a need to articulate the expectations of a student and of the advisor as well as the nature of the student-advisor relationship. In particular, the expectations should clearly define the expected time-to-completion, the

amount and number of years funding, a time frame for feedback on draft papers and thesis chapters, advisor availability, expected hours of work, intellectual property ownership issues, and authorship. A “boiler plate” fill-in-the-blanks agreement should be drafted by the Faculty of Graduate Studies for use by units.

- The supervisory committee should be established early and should meet regularly (*i.e.*, two to three times per year); this applies to both master’s and doctoral students.
- Graduate students can find themselves powerless and vulnerable in their student-advisor relationship. A compulsory orientation for new faculty and new students that addresses the student-advisor relationship as well as best practices would be useful. Faculty members should be aware of where they can get advice on supervising graduate students while graduate students need to know to whom they can turn when their student-advisor relationship is not functioning properly.

6.4. Time-in-Program, Maximum Allowable Time, and Leaves

- Appendix I shows the time-in-program distribution for full- and part-time master’s and PhD students by unit, budget faculty, and across all graduate programs. As of November 2009, approximately one-third of full-time masters students have been in their master’s program more than two years; coincidentally, approximately one-third of full-time PhD students have been in their PhD program more than four years. It is unsettling that 17% of full-time master’s students have been in their program longer than four years while 21% of full-time PhD students have been in their program longer than six years.
- The Faculty of Graduate Studies Graduate Calendar states the maximum time limit for a master’s program (§4.0) is as follows:

The maximum time allowed for the completion of the Master’s degree except where indicated in specific units is as follows:

Note: Each department may have supplementary regulations for maximum time limits.

2 years: Master of Laws

3 years: Master of Occupational Therapy (accelerated program)

6 years: Master of Business Administration, Master of Public Administration, Master of Education, Master of Nursing, Master of Social Work and Master of Engineering.

5 years: All other Master’s degree and diplomas

Recommendations for extensions of time to complete the degree will be considered on an individual basis and must be approved by the Dean of Graduate Studies at least four months prior to expiration of the respective maximum time limit.

and the maximum time limit for a Ph.D. program (§5.0) reads as follows:

A student’s candidature shall lapse if he/she fails to complete the degree within seven years following initial registration in the Ph.D. program. For those students who transfer from the Master’s to the Ph.D., years spent in the Master’s program are counted as years in the Ph.D.

program. Recommendations for extensions of time to complete the degree will be considered on an individual basis and must be approved by the Dean of Graduate Studies.

These published calendar entries are all too often interpreted as expected or target times-to-completion. Extensions are approved beyond these maximum time limits.

- Appendix II gives the maximum degree completion time in years for a broad cross-section of Canadian universities with graduate programs. This information was assembled by the Time-to-Completion Task Force following a survey conducted through the Canadian Association of Graduate Studies (CAGS) email list serve. For the ten universities that differentiate between full- and part-time graduate student status, seven of these universities require a master's to be completed in three years or less and a doctorate to be completed in six years or less.
- The following table shows the leaves granted for the last three full academic years, *i.e.*, 2008-09, 2007-08, and 2006-07. It should be noted that the time-in-program clock does not stop for a regular leave², but it does stop for an exceptional/parental leave. Students on a regular leave continue to pay fees whereas students on an exceptional/parental leave do not pay fees.

Academic Year	Type of Leave	
	Regular	Except. / Parental
2008-09	15	91
2007-08	11	85
2006-07	18	101

There has been an average of 107 leaves (regular, exceptional/parental) granted over the last three full academic years. For a typical population of full- and part-time 3300 graduate students, this represents approximately 3% of the total graduate student population.

7. Recommendations

The Time-to-Completion Task Force developed recommendations with the following principles in mind:

- to provide a high quality graduate student experience at the University of Manitoba;
- to optimize the university's capacity to train highly qualified personnel;
- to better meet the demands for highly qualified personnel;
- to minimize the debt of a graduate student; and

² A regular leave is intended to allow students to meet family, travel or employment responsibilities or plans and circumstances not covered by the Parental or Exceptional leaves.

- to minimize the impact of delaying entry into the job market thereby increasing the life-time earning potential of a graduate student.

The Task Force grouped its recommends into the following themes:

1. raising education and awareness;
2. structural changes;
3. improved monitoring and remediation; and
4. the graduate enterprise.

The time-to-completion Task Force heard that there are students who are receiving excellent supervision, encouragement, and supports, and are completing their studies in a timely manner. However, there are also students that are not receiving proper guidance and oversight and, as a result, are taking too long to complete their graduate degree program. Accordingly, the time-to-completion Task Force proposes that the following recommendations be implemented over a period of time recognizing the diversity across the eighty units that the Faculty of Graduate Studies works with. The following recommendations should be implemented as soon as possible and no later than three years.

7.1 Raising Education and Awareness

- a) Workshops for (New) Faculty.** The Faculty of Graduate Studies should partner with the Vice-Provost (Academic Affairs) to develop and offer workshops for (new) faculty members on “Supervising Graduate Students and the Student-Advisor Relationship.” These workshops should be offered on a yearly basis and registration in the workshops should be mandatory and linked to new faculty orientation. These workshops should also be open to interested (existing) faculty members.
- b) Increased Communication, Networking, and Workshops for “Front-line” Personnel.** A graduate student is more likely to contact an assistant or grad chair within his/her own unit regarding policies, procedures, and practices for graduate studies than they are to contact the Faculty of Graduate Studies. Turnover of office staff and graduate chairs and the associated loss of continuity and experience is an ongoing problem in units with graduate programs. As a result, graduate students are provided incorrect or outdated information.

It is important that the changes to guidelines, policies, and practice regarding graduate studies be communicated in a timely manner to “front-line” personnel, *e.g.*, graduate (administrative/office) assistants, and graduate chairs. The Faculty of Graduate Studies should provide regular updates to such personnel on changes to guidelines, policies,

and practices. In addition, the Faculty of Graduate Studies should facilitate annual meetings of all “front-line” personnel to: i) solicit feedback from the units on how things are working; ii) get a sense of issues that might be emerging; iii) share best practices in graduate studies and its administration; and iv) create a sense of community amongst those involved in administering the Graduate Enterprise. These meetings might be best held in mid November following the Canadian Association for Graduate Studies (CAGS) Annual Conference.

- c) **Workshops for New Students.** The Faculty of Graduate Studies should increase its collaboration with the Graduate Students’ Association to develop and offer more workshops for (new) graduate students on topics such as: the student-advisor relationship, intellectual property, authorship, and managing distractions - completing a graduate program in the expected time.
- d) **Policy Development.** The Faculty of Graduate Studies should develop a companion document to the ROASS (Responsibilities of Academic Staff with regard to Students) policy that explicitly addresses the issues regarding graduate student supervision and the student-advisor relationship.
- e) **Best Practices.** The Faculty of Graduate Studies should develop a handbook and a website of “Best Practices”. There are numerous examples of such handbooks and websites. The Centre for Leadership in Learning (CLL) at McMaster University has summarized some of the resources available. The link is:
http://cll.mcmaster.ca/programs/graduate_students/grad_sup_relationship.html

7.2 Structural Changes

- a) **Reduce the maximum time limits for full-time students to complete a master’s or a doctorate degree and explicitly state the expected completion times.** The current maximum time limit for a student to complete a master’s or a doctorate is 60 months and 84 months, respectively. The Faculty of Graduate Studies calendar should indicate that full-time students pursuing a master’s or a doctoral degree are expected to complete the requirements for their program within 24 months and 48 months, respectively. The Graduate Calendar should stipulate that full-time master’s and full-time doctoral students must fulfill their degree requirements within 36 months and 72 months, respectively. This would provide a 12 month and 24 month buffer for full-time master’s and full-time doctoral students, respectively, beyond the expected time-to-completion.

The current stated maxima (60 months for a master's and 84 months for a doctorate) would continue to apply to part-time students.

Students who do not fulfill their degree requirements within the allotted time would be required to apply to the Faculty of Graduate Studies for an extension and document the reasons why they were unable to do so as well as provide a realistic time frame for completion.

b) Review of time extensions. The Faculty of Graduate Studies should review its handling of requests for time extensions with a view to developing clearer guidelines or policy regarding: i) the circumstances and conditions for which a time extension will be granted, ii) maximum duration of an extension, and iii) maximum number of times an extension will be granted.

c) Student-Advisor Agreement. The Faculty of Graduate Studies should develop an agreement that articulates the Student-Advisor Roles and Responsibilities. Such an agreement should be carefully read by both parties and signed by both parties. The agreement would articulate (but not be limited to): the expected time-to-completion, the duration and amount of financial support (if any), the nature of a student-advisor relationship, ownership of intellectual property, the expected time for feedback on drafts (such as papers, thesis), expected hours of work, the advisor's availability, the role of i) the advisory committee, ii) the Faculty of Graduate Studies, and iii) the student's unit, and where a student can seek assistance if they are experiencing difficulty (this list would include, but not be limited to, contact information for Student Advocacy, the Graduate Chair, the Unit Head, and the Faculty of Graduate Studies). There are a few agreements in use at present and the number is increasing. Examples can be found at:

http://www.uoguelph.ca/registrar/graduatestudies/files/student_advisor_agree.pdf

<http://www.grad.uwo.ca/documentation/Approved%20Letter%20of%20Understanding.doc>

<http://www.usask.ca/cgsr/downloads/StudentSupervisorAgreementTemplate.pdf>

d) Review of Graduate Student Fees and Fee Structure. The structure of graduate student fees at the University of Manitoba should be reviewed relative to other medical/doctoral (*i.e.*, research-intensive) universities. Consideration should be given to a different fee structure. A more uniform distribution of fees might also reduce the need for students to seek part-time employment, particularly while paying program fees, and thereby allow them to devote more time to their studies and improve their time-to-completion. The current program-continuing fee structure “front end loads” tuition fees while

continuing fees (of approximately \$650) in subsequent years are a disincentive to completion as the tax credit exceeds the value of continuing fees.

7.3 Improved Monitoring and Remediation

- a) **Improved Monitoring of Graduate Students.** Graduate students need to be, in general, more closely and more consistently monitored by their advisor and, in particular, by their respective unit. Annual or semi-annual meetings of faculty (including adjuncts) supervising graduate students, convened by the unit head or graduate chair, should be required for the sole purpose of discussing the progress of the unit's graduate students. An up-to-date database of the graduate students in each unit that contains the following information should be maintained: student name, student number, degree sought, FT/PT, advisor (and co-advisor if applicable), student's start date, convocation date, whether the student is beyond their nominal expected time-to-completion, and if the student is overtime, why the student is overtime.

Progress Reports should not be viewed as an administrative burden, but rather as an integral part of assessing graduate student performance and ensuring a timely completion. A student's progress and performance should be assessed on a regular basis at a properly constituted meeting, ideally with the student's full committee in attendance.

- b) **Compilation of Time-to-Completion Statistics.** The Faculty of Graduate Studies should work with the Registrar's Office and the Information Services & Technology Aurora Team to ensure that the information required to implement recommendation 7.3a) is collected in the student information system such that reports can be routinely provided to units. In addition, these data should be updated yearly, and reviewed by the unit and the Faculty of Graduate Studies. These data should also be integrated into the periodic review of graduate programs. Long-term trends in time-to-completion should be monitored.
- c) **Faculty of Graduate Studies Exit Survey.** The Faculty of Graduate Studies should develop an exit survey form, which should be given to all graduate students. The survey should query a student's experience and be used to monitor and improve frequently cited problems within the Faculty of Graduate Studies or the student's unit. Students should be required to complete this survey before convocating.

7.4 The Graduate Enterprise

- a) **Unit Load Expectations.** Units should develop nominal load criteria; these criteria should outline expectations for teaching, research, and service. Teaching expectations should articulate: i) undergraduate teaching load, ii) graduate teaching load, iii) participation in master's (if applicable) and doctoral advisory committees, and iv) the number of graduate students a faculty is expected to supervise. Faculty members who supervise a significant number of graduate students above the nominal load whilst maintaining a typical (undergraduate and/or graduate) teaching load should be monitored at the unit level to ensure they are providing acceptable access and timely feedback to their graduate students.
- b) **Resource Allocation Incentives.** Budget deans and unit heads will need to play a central role in effecting, where it has been determined it is required, a change in student time-to-completion. To this end, a unit's time-to-completion data should inform the university's resource allocation process as the untimely completion of a unit's graduate students has resource implications for the university for which, in the absence of a reasonable explanation, the unit should bare some responsibility. Consideration would have to be given to the distribution of full-time versus part-time students.
- c) **Scheduling of Courses.** Units should offer required courses on a regular basis to ensure that the scheduling of courses and the required course load does not affect a student's time-to-completion. This list should be available to prospective and current students for planning purposes. Only courses that will be offered for the coming year or years should be listed. Courses that have not been offered for a significant period of time (*i.e.*, five years) should be deleted from the system.

8. Concluding Remarks

Time-to-completion is a complex, discipline specific issue, that is influenced by factors such as: a student's background, abilities, research skills, and preparedness for graduate studies; course requirements; comprehensive exam requirements; breadth and depth of the thesis; quality of supervision and the advisor-student relationship; the student-committee and advisor-committee relationships; demographics; quality of

research infrastructure; financial support; departmental culture and climate, as well as its orientation and advising of its graduate students; and peer support. In moving forward with the recommendations in this report we need to recognize the diverse range of research cultures and be cautious of a one size fits all approach.

This report should be widely distributed to solicit feedback, raise awareness, implement change, and make change stick.

Appendix I

Master's and Ph.D. Students by Year in Program

MASTERS STUDENTS BY YEAR IN PROGRAM^{1,2,3}
(Adjusted for Time Away on Exceptional or Parenting Leave)
Fall Term 2009
As at November 1

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴ 1 Year	Continuing					New ⁴ 1 Year	Continuing					
	2 Years	3 Years	4+ Years	Subtotal		2 Years	3 Years	4+ Years	Subtotal				
Agricultural & Food Sciences													
Agribusiness and Agric. Economics	4	8	4	7	19	23	1	0	0	0	0	1	24
Animal Science	5	5	2	2	9	14	0	0	0	0	0	0	14
Biosystems Engineering	9	9	2	2	13	22	0	0	2	1	3	3	25
Entomology	2	2	2	1	5	7	0	0	0	1	1	1	8
Food Science	9	5	5	3	13	22	0	0	1	0	1	1	23
Plant Science	5	10	2	0	12	17	2	0	0	0	0	2	19
Soil Science	2	5	3	2	10	12	0	0	1	1	2	2	14
Subtotal	36	44	20	17	81	117	3	0	4	3	7	10	127
% Distribution	30.8%	37.6%	17.1%	14.5%	69.2%	100.0%	30.0%	0.0%	40.0%	30.0%	70.0%	100.0%	
Architecture													
Architecture	25	27	2	3	32	57	0	0	0	0	0	0	57
City Planning	12	12	12	13	37	49	0	0	1	0	1	1	50
Interior Design	15	8	10	11	29	44	0	0	0	0	0	0	44
Landscape Architecture	13	12	9	16	37	50	0	0	0	0	0	0	50
Subtotal	65	59	33	43	135	200	0	0	1	0	1	1	201
% Distribution	32.5%	29.5%	16.5%	21.5%	67.5%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	
Arts													
Anthropology	7	5	3	4	12	19	0	0	0	1	1	1	20
Classics	0	1	0	0	1	1	0	0	0	0	0	0	1
Economics	8	6	1	0	7	15	1	0	0	0	0	1	16
English	9	7	5	3	15	24	1	0	2	0	2	3	27
French	3	4	1	0	5	8	0	0	0	0	0	0	8
German & Slavic Studies	2	0	1	0	1	3	0	1	0	0	1	1	4
History ⁵	9	13	6	14	33	42	0	0	1	1	2	2	44
Icelandic	3	2	0	0	2	5	0	0	0	0	0	0	5
Linguistics	4	0	1	3	4	8	0	0	0	1	1	1	9
Native Studies	2	6	1	3	10	12	0	0	0	2	2	2	14
Philosophy	3	2	3	1	6	9	0	0	0	0	0	0	9
Political Studies	6	3	5	4	12	18	3	2	0	1	3	6	24
Psychology	11	12	3	6	21	32	0	0	0	0	0	0	32
School Psychology	10	8	0	0	8	18	0	0	0	0	0	0	18
Public Administration ⁵	10	5	1	6	12	22	8	6	10	7	23	31	53
Religion ⁵	3	2	1	1	4	7	0	0	0	0	0	0	7
Sociology	8	10	6	7	23	31	0	1	3	2	6	6	37
Subtotal	98	86	38	52	176	274	13	10	16	15	41	54	328
% Distribution	35.8%	31.4%	13.9%	19.0%	64.2%	100.0%	24.1%	18.5%	29.6%	27.8%	75.9%	100.0%	
Business, Asper School of													
Management Interdisciplinary (MBA)	51	15	6	1	22	73	3	23	37	11	71	74	147
Management Interdisciplinary (MSC)	7	2	0	1	3	10	1	1	0	0	1	2	12
Subtotal	58	17	6	2	25	83	4	24	37	11	72	76	159
% Distribution	69.9%	20.5%	7.2%	2.4%	30.1%	100.0%	5.3%	31.6%	48.7%	14.5%	94.7%	100.0%	

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total	
	New ⁴		Continuing				New ⁴		Continuing					
	1 Year	2 Years	3 Years	4+ Years	Subtotal		1 Year	2 Years	3 Years	4+ Years	Subtotal			
Dentistry														
Oral & Maxillofacial Surgery	1	2	0	2	4	5	0	0	0	0	0	0	0	5
Oral Biology	1	3	0	1	4	5	0	0	0	0	0	0	0	5
Periodontics	3	0	2	1	3	6	0	0	0	0	0	0	0	6
Preventive Dental Sciences	3	3	4	0	7	10	0	0	0	0	0	0	0	10
Subtotal	8	8	6	4	18	26	0	0	0	0	0	0	0	26
% Distribution	30.8%	30.8%	23.1%	15.4%	69.2%	100.0%								
Education														
Curriculum, Teaching & Learning	0	3	0	0	3	3	15	26	3	0	29	44	47	47
English as a Second Language	0	0	0	1	1	1	0	0	0	7	7	7	8	8
General Curriculum	0	0	0	4	4	4	0	0	2	28	30	30	34	34
Language and Literacy	3	0	1	1	2	5	9	2	9	10	21	30	35	35
Second Language Education	1	3	2	0	5	6	6	1	0	0	1	7	13	13
Educ Admin, Fndns & Psychology	0	0	0	0	0	0	2	0	0	0	0	2	2	2
Adult & Post Secondary Educ.	3	2	0	0	2	5	5	6	1	0	7	12	17	17
Adult Education	0	0	0	1	1	1	0	0	2	5	7	7	8	8
Counsellor Education	2	5	1	2	8	10	8	5	3	4	12	20	30	30
Education Administration	2	1	2	1	4	6	8	19	4	37	60	68	74	74
Inclusive Special Education	0	1	1	0	2	2	4	8	3	7	18	22	24	24
Post Secondary Education	0	0	0	2	2	2	0	0	0	5	5	5	7	7
Social Foundations of Educ.	0	1	0	1	2	2	4	5	1	9	15	19	21	21
Subtotal	11	16	7	13	36	47	61	72	28	112	212	273	320	320
% Distribution	23.4%	34.0%	14.9%	27.7%	76.6%	100.0%	22.3%	26.4%	10.3%	41.0%	77.7%	100.0%		
Engineering														
Civil Engineering	11	12	8	4	24	35	2	5	3	7	15	17	52	52
Electrical and Computer Eng.	23	17	5	9	31	54	1	5	4	3	12	13	67	67
Mechanical & Manufacturing Eng.	9	13	6	5	24	33	0	0	0	1	1	1	34	34
Mechanical & Industrial Eng.	0	0	0	1	1	1	0	0	0	0	0	0	1	1
Subtotal	43	42	19	19	80	123	3	10	7	11	28	31	154	154
% Distribution	35.0%	34.1%	15.4%	15.4%	65.0%	100.0%	9.7%	32.3%	22.6%	35.5%	90.3%	100.0%		
Environment, Earth and Resources														
Clayton H. Riddell, Faculty of														
Environment and Geography	9	12	11	10	33	42	0	1	0	5	6	6	48	48
Geography	1	0	0	0	0	1	2	0	0	0	0	2	3	3
Geological Sciences	3	2	2	1	5	8	0	0	1	1	2	2	10	10
Natural Resources Institute	16	13	10	13	36	52	0	0	1	2	3	3	55	55
Subtotal	29	27	23	24	74	103	2	1	2	8	11	13	116	116
% Distribution	28.2%	26.2%	22.3%	23.3%	71.8%	100.0%	15.4%	7.7%	15.4%	61.5%	84.6%	100.0%		
Graduate Studies														
Disability Studies	3	1	0	5	6	9	0	0	1	7	8	8	17	17
Individ. Interdisciplinary Program ³	0	1	0	0	1	1	0	0	0	0	0	0	1	1
Peace & Conflict Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	3	2	0	5	7	10	0	0	1	7	8	8	18	18
% Distribution	30.0%	20.0%	0.0%	50.0%	70.0%	100.0%	0.0%	0.0%	12.5%	87.5%	100.0%	100.0%		

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴ 1 Year	Continuing			Subtotal		New ⁴ 1 Year	Continuing			Subtotal		
		2 Years	3 Years	4+ Years				2 Years	3 Years	4+ Years			
Human Ecology													
Family Social Sciences	10	3	3	3	9	19	0	2	2	3	7	7	26
Human Nutritional Sciences	11	7	3	3	13	24	0	1	0	0	1	1	25
Textile Sciences	1	2	0	0	2	3	0	0	0	0	0	0	3
Subtotal	22	12	6	6	24	46	0	3	2	3	8	8	54
% Distribution	47.8%	26.1%	13.0%	13.0%	52.2%	100.0%	0.0%	37.5%	25.0%	37.5%	100.0%	100.0%	
Kinesiology & Recreation Management													
Kinesiology	1	6	0	0	6	7	1	0	0	0	0	1	8
Physical Education	0	0	1	2	3	3	0	0	0	0	0	0	3
Recreation Studies	2	2	0	1	3	5	4	0	0	3	3	7	12
Subtotal	3	8	1	3	12	15	5	0	0	3	3	8	23
% Distribution	20.0%	53.3%	6.7%	20.0%	80.0%	100.0%	62.5%	0.0%	0.0%	37.5%	37.5%	100.0%	
Law													
Law	5	1	0	1	2	7	0	0	0	0	0	0	7
Subtotal	5	1	0	1	2	7	0	0	0	0	0	0	7
% Distribution	71.4%	14.3%	0.0%	14.3%	28.6%	100.0%							
Medical Rehabilitation													
Medical Rehabilitation	3	1	2	6	9	12	0	1	3	5	9	9	21
Occupational Therapy (Accelerated)	0	0	0	2	2	2	0	0	0	0	0	0	2
Occupational Therapy (Regular)	47	49	1	1	51	98	0	0	0	0	0	0	98
Subtotal	50	50	3	9	62	112	0	1	3	5	9	9	121
% Distribution	44.6%	44.6%	2.7%	8.0%	55.4%	100.0%	0.0%	11.1%	33.3%	55.6%	100.0%	100.0%	
Medicine													
Biochem. and Medical Genetics	9	3	3	4	10	19	0	0	0	1	1	1	20
Community Health Sciences	7	9	7	5	21	28	3	3	1	4	8	11	39
Human Anatomy & Cell Science	5	3	4	0	7	12	0	0	0	0	0	0	12
Immunology	5	2	0	3	5	10	0	0	0	0	0	0	10
Medical Microbiology	16	11	9	5	25	41	0	0	0	0	0	0	41
Pathology	4	0	1	1	2	6	0	0	0	0	0	0	6
Pharmacology & Therapeutics	5	1	1	2	4	9	0	0	0	0	0	0	9
Physician Assistant Education	12	11	0	0	11	23	0	0	0	0	0	0	23
Physiology	8	9	2	0	11	19	0	0	0	1	1	1	20
Surgery	0	0	1	0	1	1	0	0	0	0	0	0	1
Subtotal	71	49	28	20	97	168	3	3	1	6	10	13	181
% Distribution	42.3%	29.2%	16.7%	11.9%	57.7%	100.0%	23.1%	23.1%	7.7%	46.2%	76.9%	100.0%	
Music, Marcel A. Desautels Faculty of													
Composition	0	0	1	0	1	1	0	0	0	0	0	0	1
Conducting	0	1	1	1	3	3	0	0	0	1	1	1	4
Music	0	0	0	0	0	0	0	0	0	0	0	0	0
Performance	4	8	0	1	9	13	0	0	0	0	0	0	13
Subtotal	4	9	2	2	13	17	0	0	0	1	1	1	18
% Distribution	23.5%	52.9%	11.8%	11.8%	76.5%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	
Nursing													
Nursing	8	12	10	6	28	36	8	11	9	18	38	46	82
Subtotal	8	12	10	6	28	36	8	11	9	18	38	46	82
% Distribution	22.2%	33.3%	27.8%	16.7%	77.8%	100.0%	17.4%	23.9%	19.6%	39.1%	82.6%	100.0%	

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴ 1 Year	Continuing			Subtotal		New ⁴ 1 Year	Continuing			Subtotal		
	2 Years	3 Years	4+ Years				2 Years	3 Years	4+ Years				
Pharmacy													
Pharmacy	3	3	0	1	4	7	0	0	0	0	0	0	7
Subtotal	3	3	0	1	4	7	0	0	0	0	0	0	7
% Distribution	42.9%	42.9%	0.0%	14.3%	57.1%	100.0%							
Science													
Biological Sciences	6	0	0	0	0	6	2	0	0	0	0	2	8
Botany	2	2	5	2	9	11	0	1	0	3	4	4	15
Chemistry	8	3	5	1	9	17	0	0	0	0	0	0	17
Computer Science	14	4	10	10	24	38	0	1	1	0	2	2	40
Mathematics	3	4	0	2	6	9	0	0	0	0	0	0	9
Microbiology	11	6	3	1	10	21	0	0	0	0	0	0	21
Physics and Astronomy	7	7	2	1	10	17	0	0	0	0	0	0	17
Statistics	3	6	1	1	8	11	0	0	0	0	0	0	11
Zoology	4	4	3	4	11	15	0	0	0	0	0	0	15
Subtotal	58	36	29	22	87	145	2	2	1	3	6	8	153
% Distribution	40.0%	24.8%	20.0%	15.2%	60.0%	100.0%	25.0%	25.0%	12.5%	37.5%	75.0%	100.0%	
Social Work													
Social - Clinical Intervention	14	2	7	18	27	41	10	7	14	23	44	54	95
Social Services Administration	5	4	2	4	10	15	1	5	4	5	14	15	30
Social Work	1	2	0	2	4	5	2	5	1	0	6	8	13
Social Work Distance	0	0	0	2	2	2	0	0	0	10	10	10	12
Subtotal	20	8	9	26	43	63	13	17	19	38	74	87	150
% Distribution	31.7%	12.7%	14.3%	41.3%	68.3%	100.0%	14.9%	19.5%	21.8%	43.7%	85.1%	100.0%	
Total	595	489	240	275	1004	1599	117	154	131	244	529	646	2245
% Distribution	37.2%	30.6%	15.0%	17.2%	62.8%	100.0%	18.1%	23.8%	20.3%	37.8%	81.9%	100.0%	
On Exceptional/Parenting Leave ⁶	0	0	0	0	0	0	10	4	7	15	26	36	36

Notes:

1. Graduate figures include students continuing in a course or thesis over more than one term. This table excludes graduate diploma students and students in St. Boniface College graduate programs.
2. Year in program is based on the length of time from the program start date, with three terms being a year. Year in program has been adjusted for parenting or exceptional leaves.
3. Students in an Individual Interdisciplinary Program (IIP) are shown under the faculty of their advisor.
4. New includes any graduate students starting in the Winter, Summer or Fall Term in 2009.
5. Includes all students in the Joint Master's Program shared by the University of Manitoba and the University of Winnipeg.
6. Students on an Exceptional or Parenting Leave are not required to register while on leave and are therefore not included in the Fall Term headcounts. They have been added as part-time students in this report only.

PH.D. STUDENTS BY YEAR IN PROGRAM^{1,2,3}
(Adjusted for Time Away on Exceptional or Parenting Leave)
Fall Term 2009
As at November 1

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴ 1 Year	Continuing			Subtotal		New ⁴ 1 Year	Continuing			Subtotal		
	2-4 Years	5 Years	6+ Years			2-4 Years	5 Years	6+ Years					
Agricultural & Food Sciences													
Animal Science	2	5	3	0	8	10	0	0	0	0	0	0	10
Biosystems Engineering	1	9	2	2	13	14	0	0	1	0	1	1	15
Entomology	0	3	2	1	6	6	0	0	0	0	0	0	6
Plant Science	3	10	3	1	14	17	0	0	0	0	0	0	17
Soil Science	3	5	1	0	6	9	0	0	0	1	1	1	10
Subtotal	9	32	11	4	47	56	0	0	1	1	2	2	58
% Distribution	16.1%	57.1%	19.6%	7.1%	83.9%	100.0%	0.0%	0.0%	50.0%	50.0%	100.0%	100.0%	
Architecture													
Design and Planning	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0
% Distribution													
Arts													
Anthropology	1	9	2	4	15	16	0	0	0	0	0	0	16
Economics	5	7	1	9	17	22	0	0	0	0	0	0	22
English	2	7	6	8	21	23	0	0	0	0	0	0	23
French	0	2	0	2	4	4	0	0	0	0	0	0	4
History	2	3	2	1	6	8	0	0	0	0	0	0	8
Linguistics	1	0	1	1	2	3	0	0	0	1	1	1	4
Psychology	7	34	13	14	61	68	0	0	1	2	3	3	71
Religion	0	2	2	4	8	8	0	0	0	0	0	0	8
Sociology	1	1	1	1	3	4	0	0	0	2	2	2	6
Subtotal	19	65	28	44	137	156	0	0	1	5	6	6	162
% Distribution	12.2%	41.7%	17.9%	28.2%	87.8%	100.0%	0.0%	0.0%	16.7%	83.3%	100.0%	100.0%	
Business, Asper School of													
Management	7	15	1	2	18	25	0	0	0	0	0	0	25
Subtotal	7	15	1	2	18	25	0	0	0	0	0	0	25
% Distribution	28.0%	60.0%	4.0%	8.0%	72.0%	100.0%							
Dentistry													
Oral Biology	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0
% Distribution													
Education													
Ad Hoc	7	17	3	3	23	30	4	4	1	0	5	9	39
Administration	0	7	1	1	9	9	0	0	0	1	1	1	10
Language and Literature	1	5	0	1	6	7	0	2	0	1	3	3	10
Subtotal	8	29	4	5	38	46	4	6	1	2	9	13	59
% Distribution	17.4%	63.0%	8.7%	10.9%	82.6%	100.0%	30.8%	46.2%	7.7%	15.4%	69.2%	100.0%	

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴		Continuing				New ⁴		Continuing				
	1 Year	2-4 Years	5 Years	6+ Years	Subtotal		1 Year	2-4 Years	5 Years	6+ Years	Subtotal		
Engineering													
Civil Engineering	8	20	4	7	31	39	1	1	0	1	2	3	42
Electrical and Computer Eng.	10	31	13	13	57	67	0	3	1	6	10	10	77
Mechanical & Manufacturing Eng.	16	18	8	4	30	46	0	0	0	1	1	1	47
Mechanical & Industrial Eng.	0	0	0	2	2	2	0	0	0	0	0	0	2
Subtotal	34	69	25	26	120	154	1	4	1	8	13	14	168
% Distribution	22.1%	44.8%	16.2%	16.9%	77.9%	100.0%	7.1%	28.6%	7.1%	57.1%	92.9%	100.0%	
Environment, Earth and Resources													
Clayton H. Riddell, Faculty of													
Geography	4	13	4	8	25	29	1	1	0	0	1	2	31
Geological Sciences	4	1	2	1	4	8	0	0	0	0	0	0	8
Natural Resources & Env. Mgmt	6	10	5	5	20	26	0	0	0	1	1	1	27
Subtotal	14	24	11	14	49	63	1	1	0	1	2	3	66
% Distribution	22.2%	38.1%	17.5%	22.2%	77.8%	100.0%	33.3%	33.3%	0.0%	33.3%	66.7%	100.0%	
Graduate Studies													
Applied Health Sciences ⁵	5	11	0	0	11	16	1	1	0	0	1	2	18
Cancer Control ⁶	0	0	0	0	0	0	0	0	1	0	1	1	1
Food & Nutritional Sciences	6	9	0	3	12	18	0	0	0	0	0	0	18
Individ. Interdisciplinary Program ³	2	1	0	0	1	3	0	0	0	0	0	0	3
Peace & Conflict Studies	9	13	1	0	14	23	0	0	0	0	0	0	23
Subtotal	22	34	1	3	38	60	1	1	1	0	2	3	63
% Distribution	36.7%	56.7%	1.7%	5.0%	63.3%	100.0%	33.3%	33.3%	33.3%	0.0%	66.7%	100.0%	
Medicine													
Biochem. and Medical Genetics	1	6	3	9	18	19	0	0	0	0	0	0	19
Community Health Sciences	5	4	1	8	13	18	0	4	1	3	8	8	26
Human Anatomy & Cell Science	1	3	1	1	5	6	0	0	0	0	0	0	6
Immunology	0	3	1	3	7	7	0	0	0	0	0	0	7
Medical Microbiology	7	20	3	8	31	38	0	0	0	0	0	0	38
Pharmacology & Therapeutics	1	6	2	2	10	11	0	0	0	0	0	0	11
Physiology	3	14	6	4	24	27	0	0	0	2	2	2	29
Subtotal	18	56	17	35	108	126	0	4	1	5	10	10	136
% Distribution	14.3%	44.4%	13.5%	27.8%	85.7%	100.0%	0.0%	40.0%	10.0%	50.0%	100.0%	100.0%	
Pharmacy													
Pharmacy	1	2	2	5	9	10	0	0	0	0	0	0	10
Subtotal	1	2	2	5	9	10	0	0	0	0	0	0	10
% Distribution	10.0%	20.0%	20.0%	50.0%	90.0%	100.0%							

Faculty/Major	Full-Time					Full-Time Total	Part-Time					Part-Time Total	Grand Total
	New ⁴		Continuing				New ⁴		Continuing				
	1 Year	2-4 Years	5 Years	6+ Years	Subtotal		1 Year	2-4 Years	5 Years	6+ Years	Subtotal		
Science													
Biological Sciences	1	1	0	0	1	2	0	0	0	0	0	0	2
Botany	2	2	2	6	10	12	0	0	0	1	1	1	13
Chemistry	2	12	1	4	17	19	0	0	0	0	0	0	19
Computer Science	4	7	1	7	15	19	0	1	0	0	1	1	20
Mathematics	5	5	1	0	6	11	0	1	0	0	1	1	12
Microbiology	2	4	4	6	14	16	0	0	0	0	0	0	16
Physics and Astronomy	3	8	3	8	19	22	0	0	0	0	0	0	22
Statistics	4	5	1	2	8	12	0	0	0	0	0	0	12
Zoology	0	6	3	2	11	11	0	0	0	1	1	1	12
Subtotal	23	50	16	35	101	124	0	2	0	2	4	4	128
% Distribution	18.5%	40.3%	12.9%	28.2%	81.5%	100.0%	0.0%	50.0%	0.0%	50.0%	100.0%	100.0%	
Social Work													
Social Work	3	10	0	2	12	15	0	1	0	1	2	2	17
Subtotal	3	10	0	2	12	15	0	1	0	1	2	2	17
% Distribution	20.0%	66.7%	0.0%	13.3%	80.0%	100.0%	0.0%	50.0%	0.0%	50.0%	100.0%	100.0%	
Total	158	386	116	175	677	835	7	19	6	25	50	57	892
% Distribution	18.9%	46.2%	13.9%	21.0%	81.1%	100.0%	12.3%	33.3%	10.5%	43.9%	87.7%	100.0%	
On Exceptional/Parenting Leave ⁷	0	0	0	0	0	0	2	12	2	4	18	20	20

Notes:

1. Graduate figures include students continuing in a course or thesis over more than one term.
2. Year in program is based on the length of time from the program start date, with three terms being a year. Year in program has been adjusted for parenting or exceptional leaves.
3. Students in an Individual Interdisciplinary Program (IIP) are shown under the faculty of their advisor. If the faculty does not offer a Ph.D. program, the student is shown under Graduate Studies.
4. New includes any graduate students starting in the Winter, Summer or Fall Term in 2009.
5. The Applied Health Sciences Ph.D. is offered jointly by Human Ecology, Kinesiology and Recreation Management, Nursing and the School of Medical Rehabilitation.
6. The Cancer Control Ph.D. is offered jointly by the Faculty of Nursing and the Department of Community Health Sciences.
7. Students on an Exceptional or Parenting Leave are not required to register while on leave and are therefore not included in the Fall Term headcounts. They have been added as part-time students in this report only.

Masters and Ph.D. Students by Year in Program^{1,2,3}
(Adjusted for Time Away on Exceptional or Parenting Leave)
 Fall Term 2008
 As at November 1

Faculty	Major	Full-Time						Part-Time						Total
		Masters			Ph.D.			Masters			Ph.D.			
		1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	
Agricultural & Food Sciences	Agribusiness and Agric. Economics	16	6	6	0	0	0	0	0	1	0	0	0	
	Animal Science	9	3	2	8	2	1	0	0	0	0	0	0	
	Biosystems Engineering	13	4	1	17	1	4	0	1	0	0	0	1	
	Entomology	4	1	3	5	1	0	0	0	0	0	0	0	
	Food Science	13	0	6	0	0	0	0	0	0	0	0	0	
	Plant Science	15	4	1	14	3	3	0	0	2	0	0	1	
	Soil Science	11	3	3	7	0	1	0	0	0	0	0	0	
	Subtotal	81	21	22	51	7	9	0	1	3	0	0	2	197
% Distribution	65.3%	16.9%	17.7%	76.1%	10.4%	13.4%	0.0%	25.0%	75.0%	0.0%	0.0%	100.0%		
Architecture	Architecture	49	3	4	0	0	0	0	0	0	0	0	0	
	City Planning	26	11	22	0	0	0	1	0	0	0	0	0	
	Design and Planning	0	0	0	1	0	0	0	0	0	0	0	0	
	Interior Design	18	7	10	0	0	0	0	0	1	0	0	0	
	Landscape Architecture	23	8	19	0	0	0	0	0	0	0	0	0	
	Subtotal	116	29	55	1	0	0	1	0	1	0	0	0	203
% Distribution	58.0%	14.5%	27.5%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%					
Arts	Anthropology	12	2	8	11	2	2	0	1	0	0	0	0	
	Classics	1	2	0	0	0	0	0	0	0	0	0	0	
	Economics	10	1	0	8	6	6	0	0	1	0	0	0	
	English	18	1	3	13	2	4	2	0	1	0	0	0	
	French	6	0	1	2	1	1	1	0	0	0	0	0	
	German & Slavic Studies	2	0	0	0	0	0	1	0	0	0	0	0	
	History ⁴	20	7	14	6	1	2	3	0	4	0	0	0	
	Icelandic	2	0	1	0	0	0	0	0	0	0	0	0	
	Linguistics	2	2	1	1	1	2	0	0	1	0	0	1	
	Native Studies	7	1	4	0	0	0	0	0	0	0	0	0	
	Philosophy	6	1	2	0	0	0	0	0	0	0	0	0	
	Political Studies	12	5	4	0	0	0	2	1	4	0	0	0	
	Psychology	24	11	3	51	7	20	0	0	0	0	1	2	
	School Psychology	17	1	0	0	0	0	0	0	0	0	0	0	
	Public Administration ⁴	16	6	4	0	0	0	16	3	11	0	0	0	
	Religion ⁴	4	0	1	3	1	3	0	0	0	0	0	0	
	Sociology	18	5	7	2	2	1	2	1	4	0	0	1	
	Subtotal	177	45	53	97	23	41	27	6	26	0	1	4	500
	% Distribution	64.4%	16.4%	19.3%	60.2%	14.3%	25.5%	45.8%	10.2%	44.1%	0.0%	20.0%	80.0%	

Faculty	Major	Full-Time						Part-Time						Total
		Masters			Ph.D.			Masters			Ph.D.			
		1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	
Business, Asper School of	Management	0	0	0	17	2	3	0	0	0	0	0	0	0
	Management Interdisciplinary (MBA)	72	1	4	0	0	0	36	12	21	0	0	0	0
	Management Interdisciplinary (MSC)	3	1	1	0	0	0	1	0	0	0	0	0	0
	Subtotal	75	2	5	17	2	3	37	12	21	0	0	0	0
	% Distribution	91.5%	2.4%	6.1%	77.3%	9.1%	13.6%	52.9%	17.1%	30.0%				
Dentistry	Oral & Maxillofacial Surgery	0	0	1	0	0	0	0	0	0	0	0	0	0
	Oral Biology	5	2	1	0	0	0	0	0	0	0	0	0	0
	Periodontics	2	2	0	0	0	0	0	0	0	0	0	0	0
	Preventive Dental Sciences	7	2	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	14	6	2	0	0	0	0	0	0	0	0	0	22
	% Distribution	63.6%	27.3%	9.1%										
Education	Curriculum, Teaching & Learning	4	0	0	0	0	0	31	0	0	0	0	0	0
	English as a Second Language	0	0	4	0	0	0	0	1	5	0	0	0	0
	General Curriculum	0	2	5	0	0	0	2	8	18	0	0	0	0
	Language and Literacy	1	0	1	0	0	0	9	1	10	0	0	0	0
	Second Language Education	5	0	0	0	0	0	3	0	0	0	0	0	0
	Educ Admin, Fndns & Psychology	0	0	0	0	0	0	10	1	0	0	0	0	0
	Adult & Post Secondary Educ.	1	0	0	0	0	0	4	0	0	0	0	0	0
	Adult Education	0	0	1	0	0	0	2	0	11	0	0	0	0
	Counsellor Education	8	0	3	0	0	0	7	4	6	0	0	0	0
	Education Administration	5	0	2	0	0	0	28	23	26	0	0	0	0
	Inclusive Special Education	1	0	0	0	0	0	8	5	6	0	0	0	0
	Post Secondary Education	0	1	0	0	0	0	0	0	6	0	0	0	0
	Social Foundations of Educ.	1	1	2	0	0	0	6	3	5	0	0	0	0
	Education - Ad Hoc	0	0	0	19	0	5	0	0	0	8	2	1	1
	Administration	0	0	0	7	2	0	0	0	0	0	0	0	2
	Language and Literature	0	0	0	6	0	1	0	0	0	0	2	0	1
		Subtotal	26	4	18	32	2	6	110	46	93	10	2	4
	% Distribution	54.2%	8.3%	37.5%	80.0%	5.0%	15.0%	44.2%	18.5%	37.3%	62.5%	12.5%	25.0%	
Engineering	Civil Engineering	28	6	3	24	5	9	7	3	4	1	1	0	
	Electrical and Computer Eng.	34	4	13	48	7	9	5	0	6	1	1	7	
	Mechanical & Manufacturing Eng.	24	6	3	28	5	1	1	1	1	0	0	1	
	Mechanical & Industrial Eng.	0	0	0	0	1	5	0	0	1	0	1	0	
	Subtotal	86	16	19	100	18	24	13	4	12	2	3	8	305
	% Distribution	71.1%	13.2%	15.7%	70.4%	12.7%	16.9%	44.8%	13.8%	41.4%	15.4%	23.1%	61.5%	
Environment, Earth and Resources, Clayton H. Riddell, Faculty of	Environment and Geography	27	10	12	0	0	0	1	1	5	0	0	0	
	Geography	0	0	0	17	4	5	0	0	0	1	0	1	
	Geological Sciences	5	2	1	3	1	0	1	0	2	0	0	0	
	Natural Resources & Env. Mgmt	0	0	0	15	1	3	0	0	0	0	1	0	
	Natural Resources Institute	32	15	13	0	0	0	0	2	3	0	0	0	
	Subtotal	64	27	26	35	6	8	2	3	10	1	1	1	184
	% Distribution	54.7%	23.1%	22.2%	71.4%	12.2%	16.3%	13.3%	20.0%	66.7%	33.3%	33.3%	33.3%	

Faculty	Major	Full-Time						Part-Time						Total
		Masters			Ph.D.			Masters			Ph.D.			
		1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	
Graduate Studies	Applied Health Sciences	0	0	0	10	0	0	0	0	0	2	0	0	68
	Cancer Control	0	0	0	0	0	0	0	0	0	1	0	0	
	Disability Studies	1	4	6	0	0	0	0	1	7	0	0	0	
	Food & Nutritional Sciences	0	0	0	9	3	0	0	0	0	1	0	0	
	Individ. Interdisciplinary Program	0	0	0	3	0	4	0	0	0	0	0	1	
	Peace & Conflict Studies	1	0	0	14	0	0	0	0	0	0	0	0	
	Subtotal	2	4	6	36	3	4	0	1	7	4	0	1	
% Distribution	16.7%	33.3%	50.0%	83.7%	7.0%	9.3%	0.0%	12.5%	87.5%	80.0%	0.0%	20.0%		
Human Ecology	Family Social Sciences	6	2	2	0	0	0	4	0	3	0	0	0	38
	Human Nutritional Sciences	11	5	2	0	0	0	1	0	0	0	0	0	
	Textile Sciences	2	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	19	7	4	0	0	0	5	0	3	0	0	0	
% Distribution	63.3%	23.3%	13.3%				62.5%	0.0%	37.5%					
Kinesiology & Recreation Management	Kinesiology ⁵	7	0	0	0	0	0	0	0	0	0	0	0	27
	Physical Education	3	3	3	0	0	0	0	0	1	0	0	0	
	Recreation Studies	3	1	2	0	0	0	0	1	3	0	0	0	
	Subtotal	13	4	5	0	0	0	0	1	4	0	0	0	
% Distribution	59.1%	18.2%	22.7%				0.0%	20.0%	80.0%					
Law	Law	1	1	1	0	0	0	0	0	0	0	0	0	3
	Subtotal	1	1	1	0	0	0	0	0	0	0	0	0	
	% Distribution	33.3%	33.3%	33.3%										
Medical Rehabilitation	Medical Rehabilitation	3	3	3	0	0	0	7	0	6	0	0	0	128
	Occupational Therapy	98	7	1	0	0	0	0	0	0	0	0	0	
	Subtotal	101	10	4	0	0	0	7	0	6	0	0	0	
% Distribution	87.8%	8.7%	3.5%				53.8%	0.0%	46.2%					
Medicine	Biochem. and Medical Genetics	10	6	1	7	4	8	0	1	1	0	0	0	294
	Community Health Sciences	16	3	6	8	5	4	5	3	4	6	2	2	
	Human Anatomy & Cell Science	8	2	0	4	2	1	0	0	0	0	0	0	
	Immunology	4	2	5	5	2	1	0	0	0	0	0	0	
	Medical Microbiology	28	7	5	17	6	10	0	0	0	0	0	0	
	Pathology	3	1	0	0	0	0	0	0	0	0	0	0	
	Pharmacology & Therapeutics	2	3	2	7	2	3	0	0	0	0	0	0	
	Physician Assistant Education ⁵	12	0	0	0	0	0	0	0	0	0	0	0	
	Physiology	17	0	2	19	0	6	0	1	0	0	1	1	
	Surgery	1	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	101	24	21	67	21	33	5	5	5	6	3	3	
	% Distribution	69.2%	16.4%	14.4%	55.4%	17.4%	27.3%	33.3%	33.3%	33.3%	50.0%	25.0%	25.0%	

Faculty	Major	Full-Time						Part-Time						Total	
		Masters			Ph.D.			Masters			Ph.D.				
		1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years	1-2 Years	3 Years	4+ Years	1-4 Years	5 Years	6+ Years		
Music, Marcel A. Desautels Faculty of ⁶	Composition	1	0	0	0	0	0	0	0	0	0	0	0	0	19
	Conducting	3	1	0	0	0	0	0	1	0	0	0	0	0	
	Music	1	0	0	0	0	0	0	0	0	0	0	0	0	
	Performance	10	2	0	0	0	0	0	0	0	0	0	0	0	
	Subtotal	15	3	0	0	0	0	0	1	0	0	0	0	0	
	% Distribution	83.3%	16.7%	0.0%				0.0%	100.0%	0.0%					
Nursing	Nursing	25	8	3	0	0	0	28	13	13	0	0	0	90	
	Subtotal	25	8	3	0	0	0	28	13	13	0	0	0		
	% Distribution	69.4%	22.2%	8.3%				51.9%	24.1%	24.1%					
Pharmacy	Pharmacy	3	1	0	4	3	3	0	0	1	0	0	0	15	
	Subtotal	3	1	0	4	3	3	0	0	1	0	0	0		
	% Distribution	75.0%	25.0%	0.0%	40.0%	30.0%	30.0%	0.0%	0.0%	100.0%					
Science	Botany	7	4	3	4	3	5	1	0	1	0	0	1	262	
	Chemistry	13	3	2	10	2	6	0	0	0	0	0	0		
	Computer Science	16	4	17	8	2	5	2	0	1	1	0	0		
	Mathematics	5	1	2	5	0	0	0	0	0	0	0	0		
	Microbiology	14	2	1	6	3	8	0	0	0	0	0	0		
	Physics and Astronomy	12	2	2	12	8	3	0	0	0	0	0	0		
	Statistics	10	3	1	6	3	0	0	0	0	0	0	0		
	Zoology	10	2	4	10	2	3	0	0	0	0	0	1		
	Subtotal	87	21	32	61	23	30	3	0	2	1	0	2		
	% Distribution	62.1%	15.0%	22.9%	53.5%	20.2%	26.3%	60.0%	0.0%	40.0%	33.3%	0.0%	66.7%		
Social Work	Social - Clinical Intervention	11	10	17	0	0	0	25	8	26	0	0	0	166	
	Social Services Administration	8	2	4	0	0	0	8	5	2	0	0	0		
	Social Work	4	1	1	10	0	4	6	0	0	0	1	0		
	Social Work Distance	0	0	2	0	0	0	0	1	10	0	0	0		
	Subtotal	23	13	24	10	0	4	39	14	38	0	1	0		
% Distribution	38.3%	21.7%	40.0%	71.4%	0.0%	28.6%	42.9%	15.4%	41.8%	0.0%	100.0%	0.0%			
Total		1029	246	300	511	108	165	277	107	245	24	11	25	3048	
	% Distribution	65.3%	15.6%	19.0%	65.2%	13.8%	21.0%	44.0%	17.0%	39.0%	40.0%	18.3%	41.7%		
	On Exceptional/Parenting Leave ⁷	0	0	0	0	0	0	8	6	12	8	0	1	35	

Notes:

1. Graduate figures include students continuing in a course or thesis over more than one term. This table excludes graduate diploma students and students in St. Boniface College graduate programs.
2. Year in program is based on the length of time from the program start date, with three terms being a year. Year in program has been adjusted for parenting or exceptional leaves.
3. Students in an Interdisciplinary program (IIP) are shown under the faculty of their advisor.
4. Includes **all** students in the Joint Master's Program shared by the University of Manitoba and the University of Winnipeg.
5. New in Fall Term 2008.
6. Faculty of Music renamed the Marcel A. Desautels Faculty of Music in 2008.
7. Students on an Exceptional or Parenting Leave are not required to register while on leave and are therefore not included in the Fall Term headcounts. They have been added as Part-Time students in this report only.

Appendix II

Survey of Maximum Degree Completion Times

Survey of Maximum Degree Completion Times [years]
(October 2009)

University	Master's		Ph.D.	
	Full-time	Part-time	Full-time	Part-time
Alberta	4 ⁽¹⁾ / 6 ⁽²⁾	4 ⁽¹⁾ / 6 ⁽²⁾	6	6
Brock	3	6	6	8
Calgary	4 ⁽¹⁾ / 6 ⁽²⁾		6	
Concordia	4 ⁽⁴⁾	5 ⁽⁴⁾	6	8
Concordia Univ. Coll. of AB	4 ⁽¹⁾ / 6 ⁽²⁾			
Fraser Valley	5			
Lakehead	2		4 to 6 ⁽⁴⁾	⁽³⁾
Manitoba	5	5	7	7
McGill	3	5	7	7
McMaster	3	5	6	8
Memorial	7	7	7	7
Ottawa	4	4	6	6
Queen's	5	10	7	14
Regina	5 ⁽¹⁾ / 6 ⁽²⁾	5 ⁽¹⁾ / 6 ⁽²⁾	6	⁽³⁾
Ryerson	3	5	6	⁽³⁾
St. Mary's	4 to 5 ⁽⁴⁾	5 to 7 ⁽⁴⁾	7 ⁽⁴⁾	10 ⁽⁴⁾
Toronto	5 or 6 ⁽⁴⁾	5 or 6 ⁽⁴⁾	6	⁽³⁾
Trent	3	5	5	9
UBC	5	5	6	6
UNBC	5	5	7	7
Victoria	5	5	7	7
Waterloo	2	5	5	7
Wilfrid Laurier	3	5	4	⁽³⁾
York	4	4	6	6

Notes:

- ⁽¹⁾ Thesis-based master's
- ⁽²⁾ Course-based master's
- ⁽³⁾ No part-time doctoral status
- ⁽⁴⁾ Program specific
- Highlighted lines denote universities that differentiate the maximum time-to-completion for full-time versus part-time students.