

BE WHAT THE WORLD NEEDS

2022-2023 Graduate Student & Postdoctoral Scholar Report

May 1, 2024



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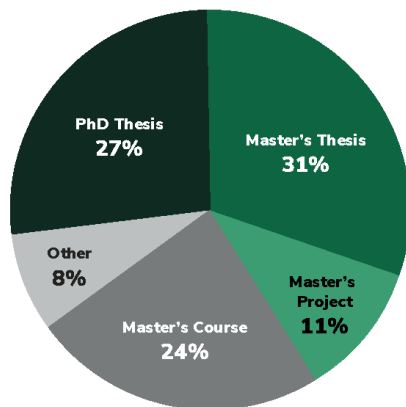
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2022/2023 Academic Year Enrollment Report

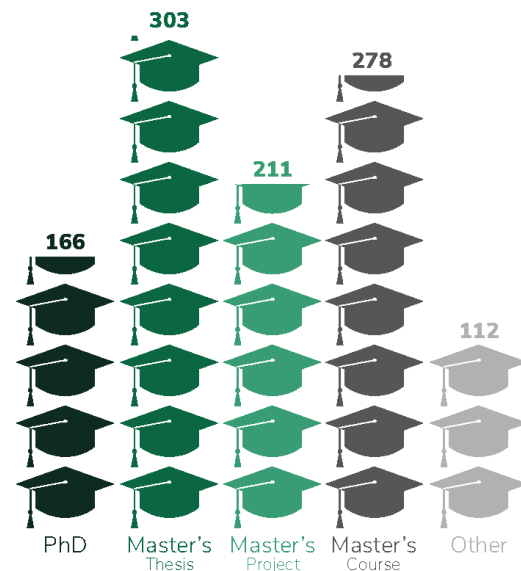
2022-2023 Enrollment Report at a glance

Over **17%** of Usask students are grad students

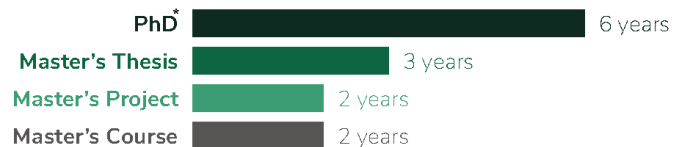
9,599 applications
4,537 students enrolled
1,070 credentials awarded
324 postdoctoral scholars



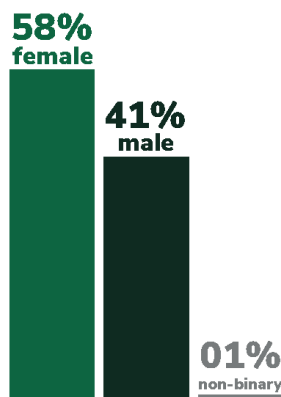
Enrollment by program type



Credentials awarded by program type



Average time to completion



Enrollment by gender



Over **8%** of students self-declare as Indigenous

Indigenous PhD enrollment **increased by 11%***
Master's thesis enrollment **increased by 6%.***

*between 2019/2020 and 2022/2023



35% of students are international

The top three countries by student citizenship are **Iran** (19%), **China** (11%), and **India** (9%).

*Average time to completion is 6 years while median time to completion is 5.6 years as discussed in the report.

Forward

This marks the third annual edition of the Graduate Student & Postdoctoral Scholars Report, tailored for the CGPS Faculty Council audience.

Drawing upon data from the University Data Warehouse (UDW), it presents insights into the demographic composition and achievements of our graduate student and postdoctoral scholar community.

The goal of the report is to provide information to monitor trends, enable reflection and spark discussions on topics ranging from equity and access to retention and funding success.

Graduate Program Applications

In 2022/2023, there was a decrease in the total number of applications, dropping to 9,599 from 10,267 in 2021/2022, representing a 7% reduction. Table 1 demonstrates that although some colleges, like Law and Arts and Science, saw a slight increase in applications, the majority experienced slight declines compared to the previous year. Noteworthy is the 33% decrease in applications for Agriculture and Bioresources and the 24% decrease for the Johnson Shoyama Graduate (JSG) School of Public Policy.

In 2022/2023, 15% of applicants who submitted complete applications were admitted, and of this subset, 99% enrolled in a graduate program. However, these application numbers do not fully reflect the applicant pressure. Many thesis programs necessitate applicants to secure a supervisor before applying, resulting in nearly a 100% acceptance rate among those who complete the application. This also supports the high conversion rate from admission offers to registered students.

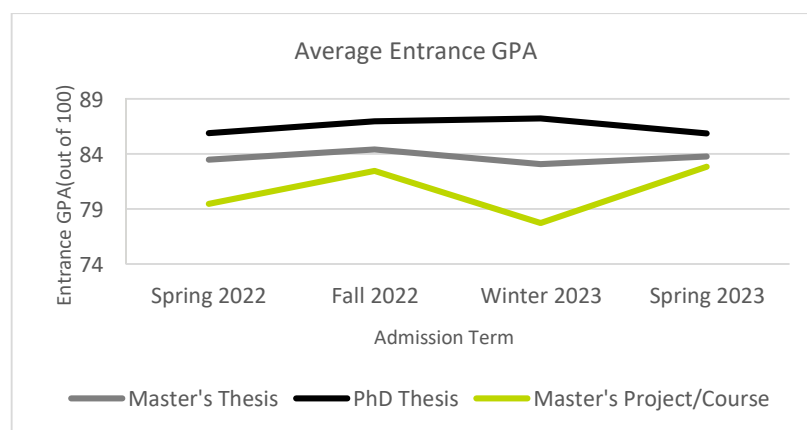
Table 1: Graduate Program Applications by College

Major College	Reporting Year				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Agriculture and Bioresources	694	724	777	657	439
Arts and Science	1,977	2,207	2,347	2,320	2,371
Dentistry		3	46	46	34
Education	931	801	1,004	1,240	1,236
Edwards School of Business	555	551	656	851	752
Engineering	1,198	1,009	1,066	875	823
Graduate and Postdoc Studies	223	295	481	329	248
JSG School of Public Policy	589	791	1,126	1,155	883
Kinesiology	47	40	37	38	34
Law	177	173	209	243	268
Medicine	605	572	581	468	499

No College Designated				252	214
Nursing	207	224	251	165	169
Pharmacy and Nutrition	146	149	161	206	173
School of Environ and Sustain	442	376	516	363	264
School of Public Health	714	435	685	940	1,090
Western College of Vet Med	100	105	110	119	102
Grand Total	8,605	8,455	10,053	10,267	9,599

The average GPA for admitted graduate students has shown consistent stability in both PhD thesis and master's thesis programs. However, there were noticeable lower averages for master's project- or course-based programs during the spring 2022 and winter 2023 terms. For students starting in the 2022/2023 academic year, the average entrance GPA for master's project- or course-based programs was 79.5, for master's thesis-based programs it was 83.5, and for PhD thesis programs, it stood at 86. The average entrance GPA trends are provided in Figure 1 below.¹

Figure 1: Average Entrance GPA of Admitted Graduate Students by Term

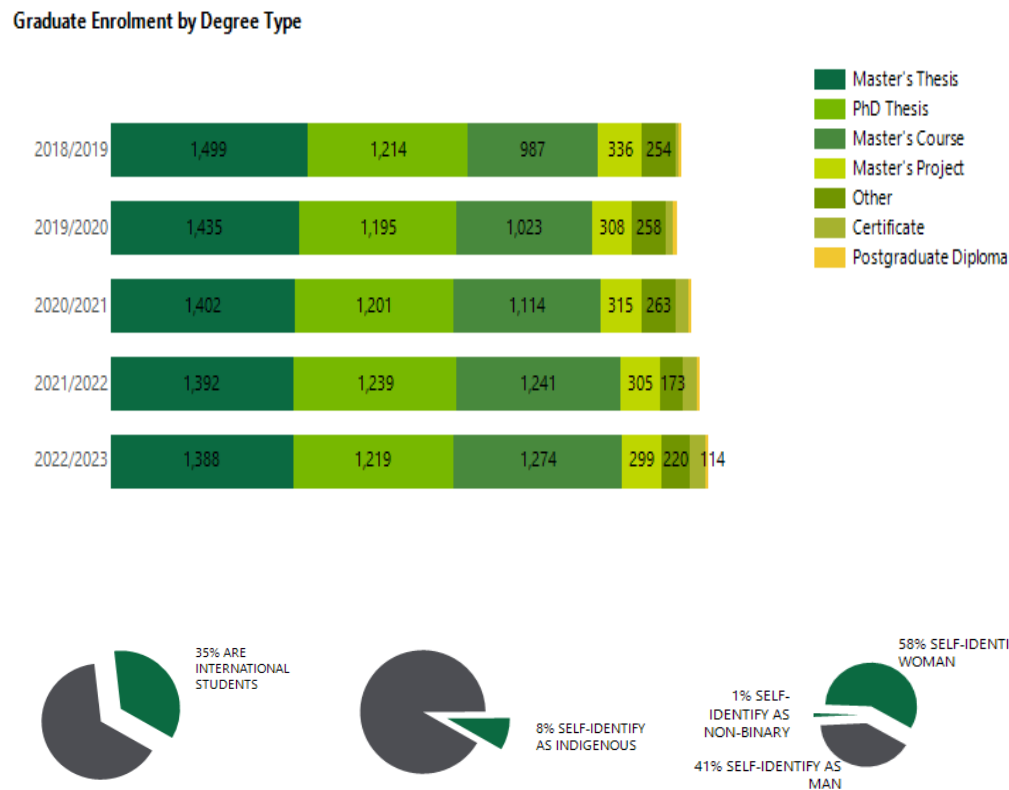


¹ Entrance GPA recording methods transitioned to the new RMS Recruit system for most students beginning programs in Spring 2021 or later. As such, historical comparisons are difficult, however, this data will serve as a baseline for future comparisons.

Graduate Enrollment by Degree Type

Graduate enrollment remained strong and stable across the institution’s 48 PhD, 72 Master’s Thesis, 27 Master’s Project, 19 Master’s Course, 10 Post Graduate Diplomas (PGD), and 24 Graduate Certificate programs.² As outlined in Figure 2, between the 2017/18 and 2022/23 academic years, the annual number of students enrolled in graduate programs increased to 4,514 students. This includes a 0.4% increase in the number of PhD students and a 29% increase in the number of students pursuing course-based master’s programs. Additionally, there were 114 students enrolled in certificate and PGD programs in 2022/2023. Enrollment growth in course-based master’s programs in the last three years has been particularly robust. Once again, students enrolled in master’s thesis programs comprise the largest subset of the overall graduate student population.

Figure 2: Graduate Enrollment by Degree Type



² See Appendix I for a full listing of graduate programs.

Overall Enrollment by Gender

Gender identity is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation. In Spring 2021, the gender identity terminology used by USask changed from male/female to man/woman. As such, much of gender identity information included in this report would have been collected under the male/female/non-binary options, however as the institution has changed these definitions going forward, that data is presented under the man/woman/non-binary headings. It is also important to note that students are not required to provide gender identity information.

In recent years, there has been a notable increase in the number of graduate students identifying as women, along with their proportion within the overall student body. According to data from Table 2 and 3, during the 2022/2023 academic year, there were 2,620 woman-identifying students, constituting 57.7% of the total graduate student population. This marks an increase from 2,352 students (54.3%) in 2017/2018. There was a 12% increase in the number of students identifying as non-binary, representing an additional 7 students in 2022/2023 from previous year. However, the change accounts for 0.1% of the total graduate population.

Table 2: Total Enrollment by Gender

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	1,903	1,866	1,900	1,855	1,854
Non-binary	78	75	57	56	63
Woman	2,352	2,363	2,450	2,567	2,620
Total	4,333	4,304	4,407	4,478	4,537

Table 3: Total Enrollment by Gender as Percentage of Total

Gender	2018	2019	2020	2021	2022
Man	43.9%	43.4%	43.1%	41.4%	40.9%
Non-Binary	1.8%	1.7%	1.3%	1.3%	1.4%
Woman	54.3%	54.9%	55.6%	57.3%	57.7%

Doctoral Degree Enrollment

As mentioned above, doctoral degree enrollments have remained stable in recent years. Figures 3 and 4 offer further insights into doctoral degree enrollment trends. While Engineering and the Western College of Veterinary Medicine experienced significant growth in doctoral programs between 2015/2016 and 2018/2019, this growth has leveled off in recent years. On the other hand, Education has maintained steady growth since 2015/2016. Arts and Science witnessed a resurgence in 2021/2022 but experienced a decline in PhD enrollments in 2022/2023. Various factors influence enrollment patterns,

and the pandemic may have directly contributed to delays in completion times, fewer acceptances, and fewer students beginning new programs.

Figure 3: Doctoral Students by College (with >75 doctoral students)

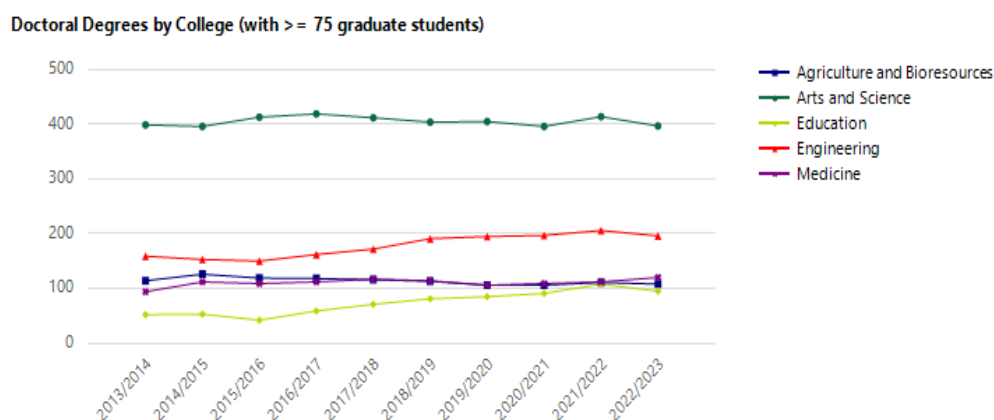
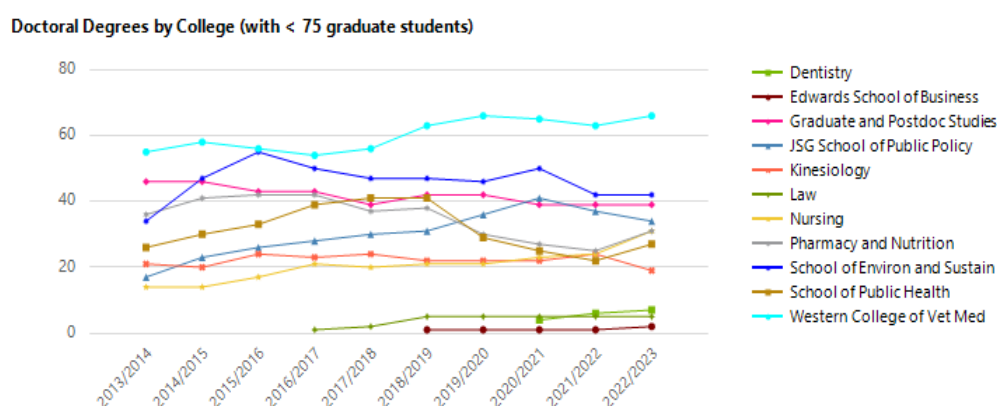


Figure 4: Doctoral Students by College (with < 75 doctoral students)



Tables 4 and 5 highlight how the gender identity of enrolled doctoral students has shifted within the last 5 years. The number of students who identify as women has steadily increased, while the number of those who identify as men has decreased. Overall, women now comprise 51.4% of doctoral enrollment, and men 47.8%. Both the number and percentage of students who identify as non-binary has remained relatively constant.

Table 4: Doctoral Enrollment by Gender

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	639	619	600	610	583
Non-binary	7	8	7	9	9
Woman	568	568	594	620	627
Total	1,214	1,195	1,201	1,239	1,219

Table 5: Doctoral Enrollment by Gender as Percentage of Total

Gender	2018/19	2019/20	2020/21	2021/22	2022/2023
Man	52.6%	51.8%	50.0%	49.2%	47.8%
Non-binary	0.6%	0.7%	0.6%	0.7%	0.7%
Woman	46.8%	47.5%	49.5%	50.0%	51.4%

Thesis-based Master's Enrollment

Enrollment in thesis-based master's programs overall dropped slightly again for the fifth consecutive year. Figures 5 and 6 provide further details of thesis-based enrollment by college.

Figure 5: Thesis-based Master's Degrees by College (with >60 master's students)

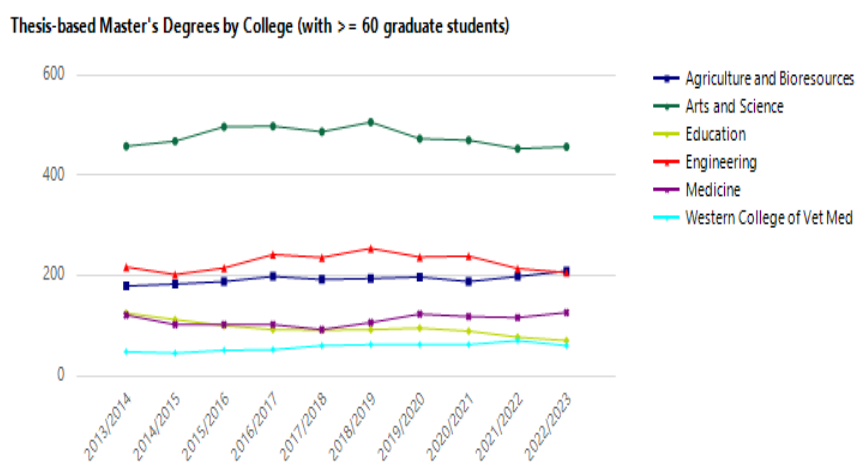
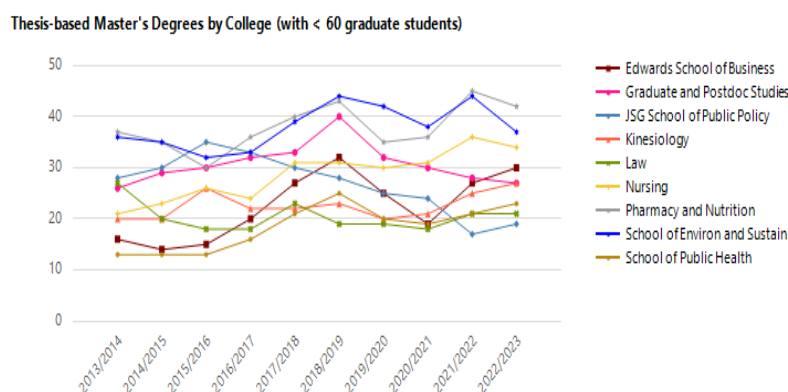


Figure 6: Thesis-based Master's Degrees by College (with <60 master's students)



Overall, as highlighted in Tables 6 and 7, thesis-based master's programs have seen slight declines in the number of students who identify as men and corresponding increases in the number of students who

identify as women. Women now comprise 55.3% of master's thesis-based students, and men 42.7%. The percentage of students who identify as non-binary has increased slightly.

Table 6: Thesis-based Master's Enrollment by Gender

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	698	639	640	599	593
Non-binary	12	13	18	23	27
Woman	789	783	744	770	768
Total	1,499	1,435	1,402	1,392	1,388

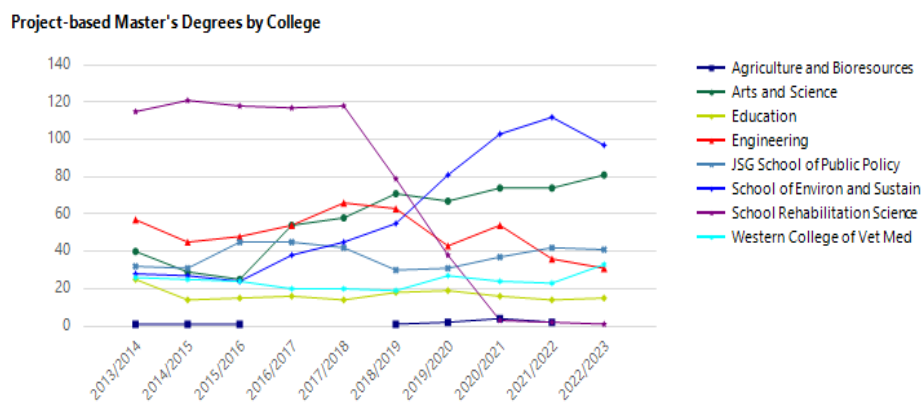
Table 7: Thesis-based Master's Enrollment by Gender as Percentage of Total

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	46.6%	44.5%	45.6%	43.0%	42.7%
Non-binary	0.8%	0.9%	1.3%	1.7%	1.9%
Woman	52.6%	54.6%	53.1%	55.3%	55.3%

Project-based Master's Enrollment

Enrollment in master's project-based programs has experienced slight decline over the years and decreased in 2022/2023 by 5% compared to 2021/2022. Figure 7 highlights the continued growth in project-based enrollments in SENS. The apparent sharp decline in project-based students in the School of Rehabilitation Science (concurrent to an equal increase in course-based students) beginning in the 2018/2019 year is the result of a change in the classification of the MPT program from project-based to course-based.

Figure 7: Project-based Master's Students by College



While the number of students pursuing project-based master's programs has slightly declined overall, Tables 8 and 9 demonstrate that the percentage of those who identify as women has remained relatively stable.

Table 8: Project-based Master's Enrollment by Gender

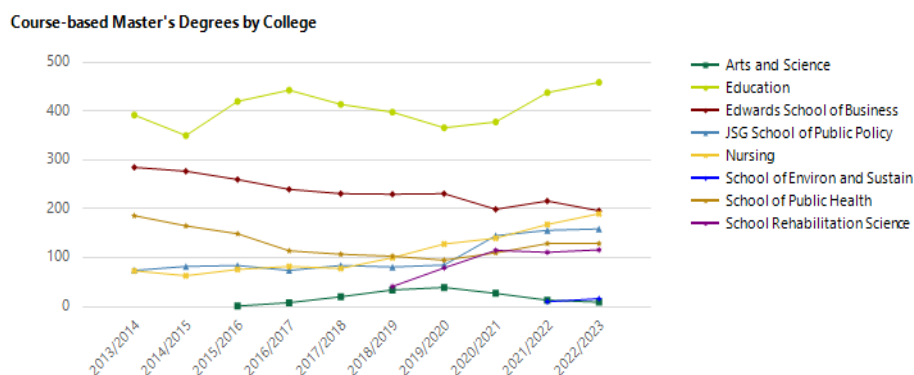
Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	172	143	146	140	134
Non-binary	1	1	2	1	2
Woman	163	164	167	164	163
Total	336	308	315	305	299

Table 9: Project-based Master's Enrollment by Gender as Percentage of Total

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	51.2%	46.4%	46.3%	45.9%	44.8%
Non-binary	0.3%	0.3%	0.6%	0.3%	0.7%
Woman	48.5%	53.2%	53.0%	53.8%	54.5%

Course-based Master's Enrollment

Course-based master's enrollments significantly increased between 2017/2018 and 2022/2023. The 2022/2023 academic year saw another increase – a 5% growth in course-based enrollments compared to 2021/2022. As Figure 8 depicts, this was largely led by growth in course-based programs in the Colleges of Education and Nursing.

Figure 8: Course-based Master's Students by College

Over the last five years, enrollment in course-based master's programs has shown a consistent upward trend. However, there was a slight change in gender distribution in 2022/2023, with a 1% decrease in women enrollment and a corresponding increase in men population. Tables 10 and 11 illustrate that women constitute 66.8% of course-based enrollments, while men make up 32.7%. Additionally, 0.5% of graduates identify as non-binary.

Table 10: Course-based Master's Enrollment by Gender

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	307	339	357	394	416

Non-binary	2	1	2	7	7
Woman	678	683	755	840	851
Total	987	1,023	1,114	1,241	1,274

Table 11: Course-based Master's Enrollment by Gender as Percentage of Total

Gender	2018/19	2019/20	2020/21	2021/22	2022/23
Man	31.1%	33.1%	32.0%	31.7%	32.7%
Non-binary	0.2%	0.1%	0.2%	0.6%	0.5%
Woman	68.7%	66.8%	67.8%	67.7%	66.8%

Certificate Enrollment

Graduate-level certificate program enrollment, although small in terms of relative numbers, continues to increase (Table 12). As more graduate certificates that are currently in various stages of ideation and development are implemented and established these numbers will further grow. While some of the current certificate programs offered are designed for working professionals who are interested in upgrading their skills, others are designed to be completed in parallel with another graduate program (ie: a student pursuing both a thesis-based master's program and a graduate-level certificate). CGPS and the Registrar's Office continue to work on streamlining the concurrent registration process, exploring new functionality within our current student information system. We anticipate enrollment growth in certificate programs in the coming years.

Table 12: Certificate Program Enrollments

College	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total	5	9	11	37	30	21	54	88	99	114

Postgraduate Diploma Enrollment

Typically, postgraduate diploma (PDG) program enrollments make up a small portion of total enrollment numbers. In 2022/2023, this category experienced a 21% decline, equivalent to 6 fewer admissions. Table 13 shows that the decrease is mainly due to lower admissions by the College of Engineering.

Table 13: Postgraduate Diploma Students by College

College	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Agriculture and Bioresources						3	13	14	19	18
Arts and Science		3							1	1
Education	17	20	9	9	7	17	15	7	4	3
Engineering	5	9	7	4	5	2	3	3	5	1
Total	22	32	16	13	12	22	31	24	29	23

Other Graduate Enrollment

In the 2022/2023 academic year, there was a notable 27% increase in Joint Student and Visiting Research Student (VRS) enrollments, as indicated in Table 14. Nevertheless, total enrollments for 2022/2023 remain below pre-pandemic levels. The restrictions imposed by the pandemic had a substantial impact on VRS enrollments, and their effects have persisted over time.

Table 14: Other Programs by College

College	Program	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Agriculture & Bioresources	Joint	2	2		1		1	2	2		
	VRS			8	19	19	21	19	4	8	14
Arts and Science	Joint	3			2	1					
	VRS			8	20	22	38	39	12	16	20
Dentistry	VRS							3	3	1	1
Education	VRS			1	4	5	4	2	1	1	4
Edwards	VRS					1		1			2
Engineering	Joint	2		1	4	1		1	1	1	
	VRS			10	19	24	19	28	9	15	22
Graduate and Postdoc Studies	Joint	1		1	1	2	2	1			
	No Program (GP)					75	139	120	222	120	134
	No Program (GS)	107	138	120	137	31					
	VRS			1	1			5	2	2	2
JSG School of Public Policy	VRS				1	2	1	6	2	1	
Law	VRS				1						
Medicine	Joint	1			1	2	2	1	1		
	VRS				9	5	4	9		1	2
Nursing	VRS						2	2		1	1
Pharmacy/ Nutrition	VRS			1		4	3	3		1	4
School of Environ and Sustain	Joint	1	1	1							
	VRS			1	4	6	7	5	1	2	7
School of Public Health	VRS					1		1		2	2
Western College of Vet Med	Joint	3	1								
	VRS			7	6	14	11	10	3	1	5
Total		120	142	160	230	215	254	258	263	173	220

Graduate student population as compared to total student headcounts

In 2022/2023, the graduate student population continued to grow slightly to 17.3% of the total USask student population. The percentage of graduate students enrolled at USask has been relatively stable over the past ten years despite the greater than 7% growth in overall enrollment. College-level graduate student headcounts are provided in Table 15. College of Nursing experienced 11% growth followed by the Western College of Veterinary Medicine at 4.5% at their respective colleges.

Not all graduate programs in all areas of study will continue to grow and expand. Guided by our enrollment goals and Saskatchewan's Growth Plan, graduate programming at USask will continue to support the priority areas of the institution and the province by developing graduates who have the skills and abilities to lead and support the next generation of technical innovation in Saskatchewan.

Table 15: Total Headcount of Graduate Students by College

College	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Agriculture and Bioresources	296	312	316	336	327	333	339	318	338	349
Arts and Science	902	899	946	1,002	1,003	1,057	1,028	985	976	971
Dentistry							3	7	7	8
Education	611	549	587	623	602	610	582	591	647	653
Edwards School of Business	301	291	275	260	259	263	258	219	244	242
Engineering	440	409	431	485	504	529	507	503	477	456
Graduate and Postdoc Studies	180	213	199	242	200	236	214	299	213	212
JSG School of Public Policy	151	166	191	185	189	171	196	284	277	275
Kinesiology	41	40	50	45	46	45	42	43	49	46
Law	27	20	18	20	25	24	24	23	26	26
Medicine	216	214	211	224	216	226	239	228	229	248
Nursing	111	106	123	128	132	158	189	202	241	268
Pharmacy and Nutrition	73	76	73	78	81	84	68	63	71	77
School of Environ and Sustain	99	110	113	125	137	153	174	192	214	217
School of Public Health	225	208	195	169	170	169	145	154	174	181
School Rehabilitation Science	115	121	118	117	118	120	117	118	113	117
Western College of Vet Med	132	129	138	135	153	155	179	178	182	191
Total	3,920	3,863	3,984	4,174	4,162	4,333	4,304	4,407	4,478	4,537

Time to Completion

The median time to completion³ for students enrolled in graduate programs at USask has been relatively stable over the last 8 years with some fluctuation for project-based master's and PhD students in recent years as shown in Table 16. The impact of pandemic disruptions should be best revealed by changes to the time to completion as cohorts of students move through the system.

Table 16: Median Completion Time in Terms by Degree Program

Median Completion Time in Terms by Degree Program

<i>Graduation Year</i>	<i>Master's Course</i>	<i>Master's Project</i>	<i>Master's Thesis</i>	<i>PhD Thesis</i>
2014	5.0	6.0	8.3	16.0
2015	5.0	6.0	8.3	15.0
2016	5.0	6.0	8.3	16.0
2017	5.5	6.0	8.0	16.2
2018	6.0	6.0	8.0	15.8
2019	5.5	6.0	8.0	17.4
2020	5.5	4.0	8.0	15.8
2021	5.5	5.0	8.0	15.5
2022	5.5	5.0	8.7	16.7

The median completion time for students who finished course-based and thesis-based master's programs were 5.5 and 8.7 terms respectively in 2022/2023. The completion time for students in project-based master's program has held steady in the past two years at 5 terms. The median time to completion for PhD students peaked in 2019 at 17.4 terms, dropped over the following two years, but increased to 16.7 terms in 2022.⁴

There is value in examining trends in the median time to completion over time and such analysis may reveal the impact of the pandemic on students in the years to come. However, the medians do not provide enough information to understand what contributes to the length of the degrees. For example, there is considerable variation in the design of master's programs with program lengths ranging from 1

³ Time in program is calculated by term. Time begins in the student's first term of registration and ends in the term the student submits their final thesis/satisfies degree requirements. Leaves are subtracted from the calculations. This differs from U15 reporting on time to completion (first term of registration to term of convocation).

⁴ Time in program for a student who begins in a master's program and transfers to a PhD is calculated from the first term of enrollment in the master's program to the term the final PhD thesis is submitted.

(3 terms) to 3 years (9 terms) of full-time study, but most of these programs are designed to be finished in 2 years (6 terms). We assume that many course-based programs are pursued part-time by working professionals and so longer times in program are also expected.

The median is a better value to compare than an average (mean) which can be skewed by a few students who are in their program for a very long time.

Withdrawals and Requirements to Discontinue

Students who do not complete their graduate program can withdraw, be administratively withdrawn, or be required to discontinue. Students can elect to withdraw from their programs at any time and for any reason. Students can also be withdrawn by CGPS for failure to register for three or more consecutive terms. In these cases, the student is provided with 15 days to update their registration before they are administratively withdrawn from their program. This option eliminates the requirement for programs to request that students who simply ‘disappear’ be required to discontinue (RTD). Students who are RTD fail to achieve satisfactory progress in any aspect of their graduate program.

In the 2022/2023 year, 102 students withdrew or were administratively withdrawn from their graduate programs. Four students were RTD. The number of RTDs were relatively stable compared to the 2021/2022 academic year where three students were RTD. Comparison of withdrawals to previous years is more difficult. The administrative withdrawal option is a relatively recent policy change that was operationalized for the first time in the 2021/2022 academic year. As a result, total withdrawals in 2021/2022 (112 withdrawals) were 22% higher compared to 2020/2021. This significant increase is reflective of implementing the policy change and the associated ‘clean up’ of old student records. Going forward, comparing withdrawal numbers year-over-year will prove more indicative of actual student behaviour.

Credentials Awarded

In 2022, there was a 7.55% increase in the total number of graduate-level credentials awarded compared to 2018, coinciding with a 5% rise in overall enrollment during the same period. While the number of students completing PhD degrees has shown slight fluctuations year over year, there has been a consistent increase in the completion of course-based master’s programs. Additionally, in 2022, the total number of graduate-level credentials awarded increased by 5% from the previous year. Table 17 illustrates a continuing upward trend in the number of students completing degree-level graduate certificates.

Table 17: Credentials Awarded by Degree Program and Graduation Year

Program	2018	2019	2020	2021	2022
Degree Level Certificate	7	3	21	38	49
Master's Course	320	329	365	366	386
Master's Project	135	135	108	112	103
Master's Thesis	330	344	345	296	303

Non-Degree Level Certificate	32	32	44	50	46
PhD Thesis	169	156	152	147	166
Postgraduate Degree Specialization Certificate		2	3	1	5
Postgraduate Diploma		1	3	8	10
Total	993	1,002	1,041	1,018	1,068

Indigenous Student Enrollment

Between 2018/2019 and 2021/2022, Indigenous graduate student enrollment remained steady, with a slight 1% increase noted in 2022/2023. Table 18 and Figure 10 provide Indigenous enrollment details by degree type. Indigenous student enrollment in course-based master's programs, had a significant increase in 2018/2019. The one-time increase in 2018/2019 was in part the result of a special cohort of students from Onion Lake Cree Nation beginning in Educational Administration. In 2022/2023, the course-based master's enrollment increased significantly by 24% from previous year.

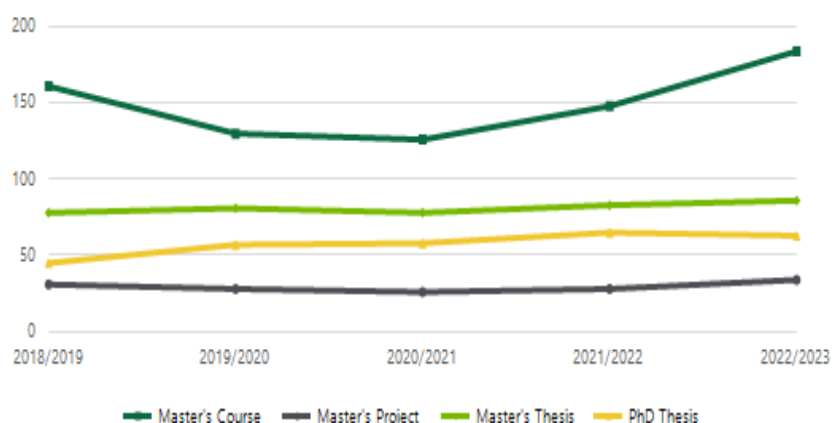
The number of Indigenous PhD students enrolled at USask increased by 45% between 2017/2018 and 2022/2023. Master's thesis enrollment also increased by 10% in the same period. PhD student enrollment was especially bolstered by growth in both the Colleges of Arts and Science and Education. Between 2017/2018 and 2022/2023, Indigenous PhD student enrollment doubled in Arts and Science. Education saw an 85.7% increase during that same time. At 8.4%, we are closer to achieving the USask enrollment goal of 10% Indigenous graduate students by 2025. The Indigenous population in the province overall was 17% in 2021 (StatsCan).

Table 18: Indigenous Enrollment by Degree Type

Indigenous Enrolment by Degree Type

Degree Type	2018/19		2019/20		2020/21		2021/22		2022/23	
Master's Thesis	78	5.2%	81	5.6%	78	5.6%	83	6.0%	86	6.2%
Master's Course	161	16.3%	130	12.7%	126	11.3%	148	11.9%	184	14.4%
PhD Thesis	45	3.7%	57	4.8%	58	4.8%	65	5.2%	63	5.2%
Master's Project	31	9.2%	28	9.1%	26	8.3%	28	9.2%	34	11.4%
No Program Group	2	0.8%	2	0.8%	7	2.7%	2	1.2%	2	0.9%
Degree Level Certificate					3	4.4%	3	5.2%	9	10.5%
Postgraduate Diploma	16	72.7%	15	48.4%	5	20.8%	2	6.9%	1	4.3%
Postgraduate Degree Specialization Certificate			1	7.7%	1	7.1%	1	5.9%	2	11.1%
Total	333	7.7%	314	7.3%	304	6.9%	332	7.4%	381	8.4%

Figure 9: Indigenous Enrollment by Degree Type



International Student Enrollment

As Table 19 highlights, between 2018/2019 and 2022/2023, international graduate student enrollment remained relatively stable – 35.1% of the total graduate student population in 2022/2023. However, despite the overall relative stability of graduate international enrollment and relative to overall student numbers the School of Public Health have seen significant increases in their course-based Master of Public Health program - international enrollments went from 15% in 2018/2019 to 39% in 2022/2023.

Table 19: International Enrollment by Degree Type

Degree Type	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
Master's Thesis	614	41.0%	576	40.1%	552	39.4%	557	40.0%	531	38.3%
Master's Course	124	12.6%	139	13.6%	154	13.8%	156	12.6%	169	13.3%
PhD Thesis	560	46.1%	565	47.3%	573	47.7%	573	46.2%	569	46.7%
Master's Project	122	36.3%	140	45.5%	152	48.3%	137	44.9%	128	42.8%
No Program Group	162	63.8%	172	66.7%	145	55.1%	94	54.3%	150	68.2%
Degree Level Certificate			14	51.9%	30	44.1%	17	29.3%	23	26.7%
Postgraduate Diploma	3	13.6%	15	48.4%	14	58.3%	19	65.5%	19	82.6%
Non-Degree Level Certificate	12	92.3%	9	64.3%	5	83.3%	14	58.3%	4	40.0%
Total	1,597	36.9%	1,630	37.9%	1,625	36.9%	1,567	35.0%	1,593	35.1%

International student origin is recorded in two ways – by country of citizenship and by initial nation (or country from which the student applied to USask). Our international students' countries of citizenship are predominantly Iran, China, India, Nigeria, and Bangladesh. Iran replaced China as the top country of international student citizenship in 2021 and continued in 2022 (see Table 20). As Table 21 explains, 8% of international graduate students are recruited to USask from Canadian addresses. The number of

international graduate students who attend USask following a period of residency in Iran has grown by 69% between 2018/2019 and 2022/2023.

Table 20: Top 15 Countries by Student Citizenship

<i>Country of Citizenship</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>Current Yr %</i>
Iran	187	215	239	257	306	19%
China	265	286	258	225	180	11%
India	168	179	160	163	151	9%
Nigeria	104	89	108	134	136	9%
Bangladesh	106	99	90	92	102	6%
Ghana	71	87	102	85	94	6%
United States	97	88	73	80	74	5%
Brazil	67	81	69	58	56	4%
Pakistan	32	26	31	29	35	2%
Sri Lanka	22	25	21	24	30	2%
Ecuador	35	33	28	30	29	2%
Mexico	18	19	21	24	29	2%
Nepal	26	25	27	30	28	2%
Colombia	23	23	24	20	24	2%
Vietnam	28	27	25	15	18	1%
Total	1,593	1,624	1,621	1,566	1,592	

Table 21: Top 15 Countries by Student Initial Nation

<i>Initial Nation</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>Current Yr %</i>
Iran	160	189	214	230	270	17%
China	202	220	194	182	139	9%
Canada	216	186	206	147	134	8%
India	146	156	136	138	132	8%
Nigeria	71	67	84	110	120	8%
United States	140	135	122	113	104	7%
Bangladesh	96	84	77	84	98	6%
Ghana	49	67	83	67	74	5%
Brazil	62	79	65	55	54	3%
Mexico	16	18	21	23	32	2%
Pakistan	24	20	23	21	27	2%
Ecuador	32	31	26	28	26	2%
Nepal	22	19	20	26	26	2%
Sri Lanka	21	22	18	20	26	2%
Germany	15	18	17	18	19	1%
Total	1,597	1,630	1,625	1,567	1,593	

Externally funded International Students

USask continues to partner with funding agencies around the world and has active agreements with the following agencies who provide funding to students to pursue graduate studies abroad:

- SENESCYT Ecuador
- CONACYT Mexico
- EDUCAFIN Mexico
- SENACYT Panama
- ANII Uruguay
- BECAL Paraguay
- CONICYT Chile
- CAPES Brazil
- CNPq Brazil
- PRONABEC Peru
- COLCIENCIAS Colombia

USask currently has students supported by several of the above funding agencies on campus as outline in Table 22 below.

Table 22: External Scholarship Students by Funding Agency

<i>Funding Agency</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/22</i>	<i>2022/23</i>
BEAL Paraguay	-	-	0	1
China Scholarship Council	27	18	15	19
COLCIENCIAS Colombia	0	2	2	2
CONACYT Mexico	4	4	4	3
CONICYT Chile	4	5	0	0
CNPq Brazil	1	0	0	0
EDUCAFIN Mexico	-	-	2	3
SENACYT Panama	0	0	0	2
SENESCYT Ecuador	10	7	6	5
Total⁵	46	36	29	35

⁵ CGPS began fully tracking externally funded student data in the 2019/2020 academic year.

Exchange Students

USask has a variety of bilateral exchange agreements with partner institutions that provide opportunities for graduate student mobility. USask students can choose to pursue study (and in some cases research) abroad for one or two terms, while USask will host incoming students from partner institutions for the same opportunities. The numbers of incoming and outgoing students who pursued an exchange between 2017/2018 and 2022/2023 are provided below in Table 23. 2020/2021 and 2021/2022 numbers were impacted by both travel restrictions and, in some cases, temporary complete closure of exchange programs.

Table 23: Exchange Students by Year

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange
Applicants:	1	6	3	0	0	7
Participants:	0	6	2	0	0	7
	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange
Applicants:	0	0	1	1	0	2
Participants:	0	0	0	0	0	2

Postdoctoral Scholars

During the 2022/2023 academic period, USask employed 324 postdoctoral scholars, with 94% of them falling under the collective agreement with the Public Services Alliance of Canada (PSAC). In the 2022/2023 year, 48% of all postdoctoral scholars were international, and 45% identified as women. The average salary for postdoctoral scholars paid through USask's payroll systems was \$51,650, with salaries ranging from \$36,000 to \$100,000. Table 24 below provides a breakdown of postdoctoral scholars employed by their respective home departments for part or all of the year.

Table 24: Postdoctoral Scholars by Department

Department	2022/2023
Agricultural and Resource Economics	1
Anatomy, Physiology and Pharmacology	4
Animal & Poultry Science	5
Biochemistry, Microbiology, Immunology	11
Biology	10
Canadian Centre for Health and Safety in Agriculture	1
Cancer Cluster	1
Centre for Forensic Behavioral Sciences and Justice Studies	3
Chemical & Biological Engineering	19
Chemistry	6
Civil & Geological Engineering	2
Community Health & Epidemiology	6
Computer Science	14
Curriculum Studies	1
Dentistry	5

Educational Administration	2
Educational Foundations	1
Electrical & Computer Engineering	12
Food & Bioproduct Sciences	9
Geography and Planning	15
Geological Sciences	12
Global Institute for Food Security	12
Global Institute for Water Security	10
History	4
Johnson-Shoyama Graduate School of Public Policy	7
Kinesiology	1
Large Animal Clinical Sciences	6
Mathematics & Statistics	6
Mechanical Engineering	9
Medical Imaging	4
Medicine	3
Indigenous Studies	1
Oncology	3
Pathology and Laboratory Medicine	2
Pharmacy & Nutrition	9
Physics & Engineering Physics	10
Plant Sciences	20
Psychology	1
School of Environment and Sustainability	15
School of Professional Development - College of Engineering	1
School of Public Health	2
School of Rehabilitation Science	4
Sociology	3
Soil Science	6
Surgery	1
Toxicology	6
Veterinary Biomedical Sciences	7
Veterinary Microbiology	3
Veterinary Pathology	6
VIDO	22
Total	324

Graduate Student Funding

The CGPS administers both institutionally funded scholarships and awards as well as those funded by the Tri-Council Agencies. In 2022/2023 the CGPS administered over \$4.1 million in devolved and non-devolved major graduate student awards and scholarships funded by USask sources. In addition, CGPS also administered the various institutional scholarship programs. Table 25 provides a detailed listing of each institutional scholarship by college. These institutional scholarships are in addition to the devolved awards and scholarships administered by academic units.

Table 25: 2022/2023 active CGPS Funding by Type and College⁶

<i>College</i>	<i>Dean's Masters \$18,000 + tuition</i>	<i>Dean's PhD \$22,000 + tuition</i>	<i>UGS Master's \$16,000</i>	<i>UGS PhD \$20,000</i>	<i>IGLA Master's \$16,000 + tuition</i>	<i>IGLA PhD \$20,000 + tuition</i>	<i>TSDF \$14,000 + sessional</i>
Agriculture and Bioresources				1	1		1
Arts and Science	14	26	11	4	1	1	20
Dentistry		1		1			
Education				3	1	4	2
Edwards School of Business							
Engineering	2	16					3
Graduate and Postdoc Studies							
JSG School of Public Policy		4				1	2
Kinesiology	2	7					
Law							
Medicine (including SRS)	7	4					
Nursing		1					1
Pharmacy and Nutrition	1	2					1
School of Environ and Sustain		2			2		1
School of Public Health							
Western College of Vet Med	2	5	2	1			
Total	17	61	19	9	4	6	30

In addition to institutional funding in the 2022/2023 academic year, over \$3 million in Tri-Council funding was paid to USask graduate students and postdoctoral scholars. This included nine Vanier recipients, a total of 15 students receiving CIHR funding, 63 holding NSERC funding, and 71 with SSHRC funding. Table 26 provides further details regarding all active Tri-Council awards and scholarships held by USask graduate students and postdoctoral scholars in 2022/2023.

Table 26: Active Tri-Council Student Awards by College in 2022/2023

<i>College</i>	<i>Banting PDF</i>	<i>Vanier PhD</i>	<i>CIHR CGSD</i>	<i>CIHR CGSM</i>	<i>NSERC CGSD</i>	<i>NSERC PGSD</i>	<i>NSERC CGSM</i>	<i>SSHRC CGSD</i>	<i>SSHRC CGSM</i>
Agriculture and Bioresources					1	4	3		
Arts and Science	4	1			5	6	12	13	32
Dentistry									
Education		2						1	1
Edwards School of Business									1
Engineering		3			4	3	5		
Graduate and Postdoc Studies		1		1	1			1	

⁶ This table includes students who received full or partial payment of the above name awards in the 2022/2023 year. As such, a student who received an award for the September 2021 to August 2022 period and then again for the September 2022 to August 2023 period would be double counted.

JSG School of Public Policy								1	
Kinesiology				1		1		1	
Law									1
Medicine (including SRS)			2	4	1	3	5		
Nursing				1					
Pharmacy and Nutrition			1	3	1				1
School of Environ and Sustain		1			2		2	2	1
School of Public Health									
Western College of Vet Med		1		1		1	1		
Total Value	\$350,000	\$100,000	\$70,000	\$70,000	\$280,000	\$63,000	\$350,000	\$175,000	\$402,500

The number of USask graduate students applying for Tri-Council funding, included below in Table 27, has remained relatively flat in the last three years. With the shift in the Dean's Scholarship competition moving forward, whereby domestic students must apply for a Tri-Council doctoral award to be eligible for the Deans, we are hopeful this number will start to increase. Table 27 also includes CGPS Dean's, UGS, and IGLA award information.

Table 27: New Major Awards & Scholarships by Year

Award	Annual Value	2020/2021			2021/22			2022/23		
		Apps	Quota	Successful	Apps	Quota	Successful	Apps	Quota	Successful
Banting	\$70,000	25	-	0	24	-	2	8	-	3
Vanier	\$50,000	24	8	3	16	8	4	19	8	4
CIHR (CGS-D)	\$35,000	15	6	2	14	6	1	20	5	1
NSERC (CGS-D & PGS-D)	\$35,000 & \$21,000	37	22	9	31	20	8	36	20	7
SSHRC (CGS-D & Fellowships)	\$35,000 & \$20,000	30	23	11	36	23	7	37	23	8
MacKenzie King (open & traveling)	\$8,500 & \$10,500	3	-	0	2	-	0	2	-	0
Tri-Agency (CGS-M)	\$17,500	87	48	49	86	49	49	113	45	45
SIOS (Master's & PhD)	\$16,000 & \$20,000	Top ups to Tri-Agency Winners & COVID-related crisis funding			Top ups to Tri-Agency Winners			Top ups to Tri-Agency Winners		
QEII Aboriginal	\$20,000	12	-	1	9	-	0	19	-	0
QEII Parliamentary	\$20,000	7	-	0	4	-	0	14	-	1
Dean's (Master's & PhD)	\$18,000 & \$22,000 + tuition	169	-	41	153	-	46	122	-	55
UGS (Master's & PhD)	\$16,000 & \$20,000	28	-	9	29	-	7	29	-	8
CGPS IGLA (Master's & PhD)	\$16,000 & \$20,000 + tuition	10	-	7	9	-	4	14	-	5

Appendix I – Graduate Programs

Program

Accounting M.P.Acc.	Indigenous Nation Building G.Cert
Advanced Veterinary Diagnostic Pathology G.Cert.	Indigenous Studies M.A., Ph.D.
Agricultural Economics M.Sc., Ph.D.	Interdisciplinary Studies M.A., M.Sc., Ph.D.
Anatomy, Physiology, and Pharmacology M.Sc., Ph.D.	Kinesiology M.Sc., Ph.D.
Animal and Poultry Science M.Sc., Ph.D.	Large Animal Clinical Sciences M.Sc., Ph.D.
Anthropology M.A.	Law LL.M.
Applied Computing M.Sc., Ph.D.	Leadership G.Cert
Applied Economics Ph.D.	Leadership in Post-Secondary Education M.Ed.
Applied Microbiology M.Agr., M.Sc., Ph.D.	Linguistics M.A.
Archaeology M.A.	Marketing M.Sc.
Biochemistry, Microbiology and Immunology M.Sc., Ph.D.	Mathematics M.Math., M.Sc., Ph.D.
Biological Engineering P.G.D., M. Eng., M.Sc., Ph.D.	Mechanical Engineering P.G.D., M.Eng., M.Sc., Ph.D.
Biology M.Sc., Ph.D.	Music M.Mus., M.A.
Biomedical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Music Education M.Mus.
Biostatistics M.Sc., Ph.D.	Nursing M.N., M.N., N.P, Ph.D., P.G.D.S.
Business Administration M.B.A.	Nutrition M.Sc., Ph.D.
Chemical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Pharmacy M.Sc., Ph.D.
Chemistry M.Sc., Ph.D.	Philosophy M.A.
Civil Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Physical Therapy M.P.T.

Climate Change Vulnerability Assessment and Adaption Action G.Cert	Physics and Engineering Physics M.Sc., Ph.D.
Community and Population Health Sciences M.Sc., Ph.D.	Plant Sciences M.Sc., Ph.D.
Community Energy Planning and Finance G.Cert.	Political Studies M.A.
Computer Science M.Sc., Ph.D.	Precision Oral and Systemic Health Ph.D.
Corrections PGDSC	Psychology M.A., Ph.D.
Curriculum Studies P.G.D., M.Ed.	Public Administration M.P.A.
Economic Analysis for Public Policy G.Cert.	Public Health M.P.H.
Economics P.G.D., M.A.	Public Management G.Cert.
Education, cross-departmental Ph.D.	Public Policy M.P.P., Ph.D.
Educational Administration P.G.D., M.Ed., Ph.D.	Public Policy Analysis G.Cert.
Educational Foundations P.G.D., M.Ed.	Quality Teaching in Health Professions Education G.Cert.
Educational Leadership Ed.D.	Religion and Culture M.A.
Educational Psychology and Special Education M.Ed.	Scholarship of Teaching and Learning MSOTL, G.Cert.
Educational Technology and Design M.Ed.	Science and Innovation Policy G.Cert
Electrical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Small Animal Clinical Sciences M.Vet.Sc., M.Sc., Ph.D.
Energy Transitions G.Cert.	Small Animal Rotating Veterinary Internship G.Cert.
English M.A., Ph.D.	Small Animal Specialty Veterinary Internship G.Cert.
Environment and Sustainability M.E.S., Ph.D.	Social Economy, Cooperatives, and the Non-Profit Sector G.Cert
Environmental Planning G.Cert.	Sociology M.A., Ph.D.
Epidemiology Ph.D.	Soil Science M.Sc., Ph.D.
Field Epidemiology M.Sc.	Studio Art M.F.A.
Finance M.Sc.	Sustainability M.Ss.

Food and Bioproduct Sciences P.G.D.**Sustainability Solutions G.Cert.****Food Science** M.Sc., Ph.D.**Sustainable Water Management** G.Cert.**Foundations for Registered Nurse Specialty Practice** G.Cert.**Teaching English to Speakers of Other Languages** M.A.**French** M.A.**Toxicology** M.Sc., Ph.D.**Geography** M.A., M.Sc., Ph.D.**Vaccinology and Immunotherapeutics** M.Sc., Ph.D.**Geological Sciences** M.Sc., Ph.D.**Veterinary Biomedical Sciences** M.Sc., Ph.D.**Governance and Entrepreneurship in Northern and Indigenous Areas** M.G.E.N.I.A.**Veterinary Microbiology** M.Sc., Ph.D.**Governance Foundations for Sustainability** G.Cert.**Veterinary Pathology** M.Vet.Sc., M.Sc., Ph.D.**Health Professions Education** M.Ed.**Water Resources** G.Cert.**Health Sciences** M.Sc., Ph.D.**Water Science** G.Cert.**History** M.A., Ph.D.**Water Security** M.W.S.**Hydrology** G.Cert**Women's, Gender, and Sexualities Studies** M.A.**Improving Teaching and Learning in Health Professions Education** G.Cert.**Writing** M.F.A.**Indigenous Land Based Education** MILBE

Appendix II – Newly-approved Graduate Programs by Year

2016-2017

Political Studies M.A. (project-based)

Teaching English to Speakers of Other Languages
M.A.

Public Management G. Cert.

Public Policy G. Cert.

Leadership in Post-Secondary Education M.Ed.

Public Health (thesis-based) M.P.H.

Water Security M.W.S.

Education (cross-departmental) Ph.D.

Indigenous Studies Ph.D.

2017-2018

Combined Degree M.B.A and J.D

Large Animal Clinical Sciences M.Sc. project-based

Educational Foundations P.G.D.

Small Animal Clinical Sciences M.Sc. project-based

2018-2019

Applied Economics Ph.D.

French Special Case Ph.D.

2019-2020

Combined Degree M.B.A and Pharm.D.

Non-Profit Management G. Cert

Chemistry Direct entry Ph.D.

Public Management G. Cert

Economic Analysis for Public Policy G. Cert

Public Policy Analysis G. Cert

Education – Health Professions M.Ed.

Quality of Teaching in Health Professions
Education G. Cert.

Educational Leadership Ed.D.

Rotating Small Animal Veterinary Internship G. Cert.

French Project-based M.A.

Social Economy and Co-operatives G. Cert

Health Systems Management G. Cert

Specialty Internship in Veterinary Medicine G. Cert.

**Improving Teaching and Learning in Health Professions
Education** G. Cert.

2020-2021

Applied Economics Direct Entry and Transfer Ph.D.

Precision Oral and Systemic Health Ph.D.

2021-2022

Applied Computing M.Sc., Ph.D.

Leadership G. Cert

**Climate Change Vulnerability Assessment and
Adaptation Action** G.Cert

Hydrology G.Cert

Environmental Planning G.Cert

Science and Innovation Policy G. Cert

Indigenous Land Based Education MILBE

**Social Economy, Cooperatives, and the Non-Profit
Sector** G.Cert

Indigenous Nation Building G.Cert.

2022-2023

**Foundations for Registered Nurse Specialty
Practice** G.Cert.