



UNIVERSITY OF SASKATCHEWAN

College of Graduate and Postdoctoral Studies

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AGENDA

College of Graduate & Postdoctoral Studies

Graduate Faculty Council Meeting

Thursday, October 30, 2025 | 3:00 – 4:30 PM

ARTS 241

Attendance & Participation

- Meetings are held in-person. Zoom access is available by request only—please contact lori.lisitza@usask.ca if you require remote access due to illness or a prearranged accommodation.
- Graduate Chairs, if you are unable to attend, please appoint a delegate to ensure quorum and program representation is maintained."
- Upon arrival, please check in with CGPS staff. Your attendance will be recorded, and you'll receive a personalized name card – this is so we can put names to faces and keep the awkward "I-know-your-face-but-not-your-name" moments to a minimum. Please leave these behind, we will use them again next time.

Voting Procedures

- Voting will be conducted by a show of hands for in-person attendees. Online participants will vote using the digital hand-raise feature.
- Some programs have multiple graduate chairs listed, but only one vote is permitted per program. Please determine your voting representative prior to the meeting.

Meeting Materials

- All meeting documents will be posted on the [CGPS Faculty Council website](#).
- Members will receive a notification approximately one week prior to each meeting when materials are ready for review.

Call to order

Land Acknowledgement

DECISION ITEMS 3:05-3:20

1. Approval of the agenda

Motion: Graduate Faculty Council approves the October 30, 2025, agenda as circulated.

2. Approval of the minutes

Motion: Graduate Faculty Council approves the October 2, 2025, minutes as circulated.

APPENDIX 1

3. PPM Section 3 - Supervision and Advisory Committees (J. Singh)

Notice of Motion: That CGPS Faculty Council endorse the revisions to GPS 210 progress report. APPENDIX 2

DISCUSSION 3:20-4:00

4. 2024-25 Graduate Student & Postdoc Scholar Report (M. Usunier)

APPENDIX 3

The 5th edition of this annual report will be reviewed in brief. Previous reports can be [found here](#).

5. Funding – 75th and SSF funding (L. Johnson)

Entering the third year of the new funding model a review of performance and considerations on the PhD funding minimums.



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6. PPM 3 [Supervision and Advisory Committees](#) (J. Singh)

APPENDIX 4

Update policy to clarify roles of advisory committee members and remove barriers for non-departmentalized colleges.

STANDING REPORTS 4:00-4:20

7. Dean's Verbal Report (D. Burshtyn)

8. Society for Postdoctoral Scholars (T. Jahan)

9. Graduate Students' Association (P. Roy)

10. Announcements

11. Questions

12. Adjournment

FOR INFORMATION ONLY

Governor Gold Medal Recipient Fall Convocation 2025 **EMBARGOED UNTIL NOVEMBER 6, 2025**

• College Bylaws	Nov 12	Convocation
• Council Archives	Nov 13	Level UP CGPS PD November Workshops Begin
• Facts & Figures	Nov 14	3MT Workshop Series Begin
	Nov 27	Being Your Best Self as a Graduate Mentor Panel
	Nov 27	Graduate Faculty Council



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College of Graduate and Postdoctoral Studies

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MINUTES

College of Graduate & Postdoctoral Studies

Graduate Faculty Council Meeting

Thursday, October 2, 2025 | 3:00 – 4:30 PM

ARTS 241

Attendance & Participation

- Meetings are held in-person.
Zoom access is available by request only—please contact lori.lisitza@usask.ca if you require remote access due to illness or a prearranged accommodation.
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Meeting Materials

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Present: Supratim Ghosh (del), Ehab Diab, Stephan Milosaljevic, Benjamin Hoy, Leonzo Barreno, Nancy Gyurcsik, Dinesh Dadarwal, Zhi Li (del), Chris Soteros, Fang Xiang Wu, Kathleen Solose, Wanda Martin, Roy Dobson, Peter Alward, Sasha Koustov, Kirsten Fisher, Jim Robson, Katherin Steward, David Janz, Emily Jenkins (del), Susan Detmer, George Katselis, Monica Sarghie, Pierre-Francois Noppen, Chris Willenborg, Shafiq Alam, Randy Kutcher, Marguerite Koole, Palash Roy, Mandela Alema, Kiegan Lloyd, Jeremy Irvine, Yesu Ramya Kandregula, Samantha Carley, Dean Shames, Cody Koloski, Tammana Jahan, Kiven Lukong, Ronke Odumosu-Ayanu, Catherine Niu, Lynn Weber, Jaswant Singh, Karim Tharani, Angela Jaime (del), Carolyn Pytlyk, Laura Harris, Debby Burshtyn, Scot Stone, Glenn Stuart



Call to order: 3:05 PM Dean Burshtyn

Elder Roland Duquest will guide us in grounding ourselves in the land we're meeting on. 3-3:10

1. Welcome to Council (Chair)

Dean Burshtyn thanked Elder for his words of reflection and thanked him for starting CGPS' governance for this academic year in a good way.

DECISION ITEMS 3:15-3:20

2. Approval of the agenda

Motion: Graduate Faculty Council approves the October 2, 2025, agenda as circulated.

Roy/Weber CARRIED – unanimously approved

3. Approval of the minutes

APPENDIX 1

Motion: Graduate Faculty Council approves the May 22, 2025, minutes as circulated.

Kutcher/Shamess CARRIED – 5 abstentions

DISCUSSION 3:20-3:30

4. Director of Scholarships & Awards Services Portfolio Update – L. Johnson (5 min)

Update on changes for Tri-Agency programs. The CGRS-D harmonized doctoral program internal deadline was September 29; the SSHRC deadline was extended due to portal issues. International students and students up to 36 months can apply for the Tri-Agency doctoral scholarship. We are seeing a significant increase in applications. The CGRS-M is opening on October 6 and to support this year's application process several workshops designed for students are scheduled early October where Leah's team walk students through the application process right in the agency portal.

Leah provided information on the new CGPS Awards HUB – Leah presented significant improvements on the awards management side as well as the accessibility for students which now includes an application profile where students are auto-matched with various opportunities that they are eligible for. Features of the new system include:

- Database for all CGPS administered and supported scholarships and awards
- Supports application and post-award processes, including:
 - o Opportunity recommendations
 - o Reference letters
 - o Adjudication/scoring
 - o Decision notices and other communications

Questions

This new system captures CGPS administered and managed awards and training for students is scheduled concomitantly with the launch date of October 6.



STANDING REPORTS 3:30-4:05

5. Dean's Written Report - D. Burshtyn (5 min)

APPENDIX 2

- 2024-25 College Reports
- 2025-26 College Priorities

Dean Burshtyn covered several highlights of her appended report including the current enrolment rates noting that as of today, the drop in overall enrollment is about ~1%. The decrease in new international is almost 20% and quite localized in a few programs, where some have offset these numbers with an increase in domestic students. We are revitalizing central recruitment efforts through a focused cross-unit collaboration (CGPS, TLSE, University Relations, Digital Strategy, Student Recruitment (TLSE). Highlights of this work include:

- Graduate-focused branding
- Grad-specific viewbook for international recruitment
- New templates within a shared software platform
- Enhanced web presence
- Digital advertising strategies and support
- Central recruitment (TLSE) 2025-26 tactics

During postdoc appreciation week Sept 15-19 Professors Maureen Reed, and Jeff McDonnell were panelists at an academic careers workshop. We closed the week of with a well attended reception at the University Club.

Dean Burshtyn noted several upcoming events and deadlines:

- Fall Awards Call – October 6
- Convo-eVote
- LevelUP Cultural Adjustment Series October (GPS 981 replacement) two sessions Oct 16 and 28
- Canadian Career Symposium GPDN – Oct 21-23
- Conflict Management Workshop Grad Chairs – Jae Morgans Oct 21
- Indigenous graduate student success study panel (UBC & CGPS) – Oct 27 (Shawn Wilson, Maggie Kovach, et al)
- USask Grad Studies Fair – Arts Tunnel Nov 19 (Reserve a booth for your program by Nov 5 contact william.eichorts@usask.ca)

6. Council Committee Chair's Feature

- Graduate Academic Affairs Committee– J. Singh (5 min)

Last year we introduced that one of our committee chairs would bring an update of that standing committee's activity to council in a mini type of verbal report. Dr. Jaswant Singh presented the following that is expected to come to council from the Graduate Academic Affairs Committee (GAAC) this year as follows:

Continuing items:

- Annual Advisory Committee Meeting Report update Fall 2025 approval
- Degree Level Standards & Competency Framework (PPM 20) approved June 2025 – next steps – Mapping Tool & Gap Analysis
- Ethics Training – GPS 960 Introduction to Ethics and Integrity refresh
- Holistic Admission – Best Practices Guide (M. Usunier)



- Defining Cognate for PhD Advisory Committees

New Items:

- Thesis/Dissertation – required elements to include GenAI statement usage
- Best Practices – managing students with challenges in thesis/dissertation

Questions

A member asked if the advisory committee annual reporting templates would be coming back. *Yes, indeed that is scheduled again for the upcoming October council meeting.*

A member asked about Gen AI and if CGPS would formalize expectations (this work began last year) and how this will impact some units who may already have specific expectations already in place. *CGPS started the conversation last year and provided generalized guidance to encourage units to create and communicate with their students the specific programs' expectations. We know that this is an ever-evolving space. Where we are moving now is to finalize with respect to a revised statement in the thesis of Gen AI use (or not use) and to what extent it was used e.g. ideation, coding, and indicated student's accountability for all content in the thesis. Dean Burshtyn acknowledged a comment about ethics training where content may be slanted toward students who conduct research and not a course-based master's type of program. This comment was acknowledged and the Dean noted that the revamp of the GPS 960 course is underway.*

7. Society for Postdoctoral Scholars – T. Jahan (5 min)

Dr. Jahan provided an overview of the current work of the SPS which includes working with university leadership to monitor work permit IRCC practices. Recently SPS and CGPS recognized Postdoc Appreciation Week (Sept 15-19) hosted a panel discussion reception, held a BBQ in July, and launched travel awards last year which continues to get significant uptake.

8. Graduate Students' Association – P. Roy (5 min)

Palash provided an overview of the recent GSA initiatives with included:

- GSA regained non-profit status which had lapsed a couple of years ago. This was a huge undertaking and Palash wanted to publicly thank VP Finance Lindsay Carlson to getting this done.
- Orientation program this fall was in a new format and very well attended (315+) – students collected various swag and could have conversations with various services in a booth type format including Saskatoon Transit, our insurance provider, CGPS, career services, library, ISSAC and others and concluded with a BBQ.
- The GSA launched a new graduate feature through their website that features student successes. This is a new initiative called "graduate voices" that will feature students' their graduate journeys are posted on the GSA website
- Other upcoming events include: a Financial Literacy Workshop Oct 22, Halloween event, and an Anti-Racism Symposium (collab with the USSU) Nov 19.
- The GSA is beginning to enter talks with the City of Saskatoon to renegotiate the UPASS access and fees and noted that currently graduate students do not have transit support during the spring and summer terms.

OTHER 4:05-4:20

9. Convocation e-Vote Process (L. Lisitza) **Delivered and voted on electronically.**



- Lori provided background on the new process of e-voting to approval the convocation lists. The vote will be distributed the morning of October 3 closing the afternoon of October 6. It is critical that quorum is obtained to ensure our students can graduate this fall.

10. Questions or arising business from the floor

A member asked if CGPS has any specific insight on the delays in study permit renewals indicating that they are aware of specific situations where significant delays have impacted students to the degree of losing their drivers licence, provincial health care and other significant things that disrupt the progress of their studies. *The Dean indicated that although there is no insider information (as it were) that we have that the IRCC is recognizing these challenges – although we know that doesn't necessarily fix the situation some students are in today. She further indicated that deferrals continue to be sought because of delays. There are PALS available for students who require a second PAL due to refusal of first study permit application.*

11. Adjournment/Kutcher

FOR INFORMATION ONLY

• College Bylaws	Oct 2-6	Convocation e-Vote (distributed via USask email)
• Council Archives	Oct 6	Fall Scholarships & Awards Call Distribution
• Facts & Figures	Oct 21	Conflict Engagement Workshop w/Jae Morgans
	Oct 30	Graduate Faculty Council

Governance Proposal Executive Summary

ITEM

Agenda Item Title: PPM Section 3 – Supervision and Advisory Committees
Motions: That CGPS Faculty Council endorse the revisions to GPS 210 progress report Forbes/Singh
Proposed and presented by: Jaswant Singh
Action: ☐ For Discussion ☒ Notice of Motion ☐ For Approval

DETAILS

Office of Administration	College of Graduate and Postdoctoral Studies
Final Approval Body	CGPS Faculty Council
Recommended By	Graduate Academic Affairs Committee
Purpose of the Proposal	To update the progress report to meet minimum needs of students, programs and advisory committees
Strategic and Policy Alignment	- CGPS Policy and Procedures Manual - CGPS Strategic Plan: Goal 3 & 4: Commit to improved and equitable systems, policies, processes & service standards [reframed]
Summary	In 2024, Graduate Services was updated to allow units to upload PDF documents for progress reports in place of the old process of progress report notes having to be manually entered into the system by Graduate Program Administrators. At the same time, the comprehensive exam was updated to a candidacy assessment process. Given these changes and identified gaps in the current GPS 210 Progress Report, CGPS has been working on a new Progress Report form to support units in assessing the progress of their graduate students. With the updated form and the abilities of the new version of Graduate Services, we are also adding in some additional flexibility for those units who wish to use or continue to use more detailed progress reports in place of the GPS 210, provided at least all the items covered in the GPS 210 are included in the unit form. Summary of changes: Additional preamble to clarify



	- o The requirement for synchronous advisory committee meetings - o that units can have their own progress report or adapt the form provided that the minimum elements are included - o Expectations for students returning from leave. • General formatting, including addition of sections for ease of use. • Identifying the role of committee members • New disclosures section: conflict of interest, sensitive technology research and affiliation of concern (STRAC) • Progress in program: - o alignment of evaluation criteria across items, new items added. - o Steps for remediation for when unsatisfactory progress is noted • Student comments section • Clarification for why signatures are required
Consultation and Approval Pathway	Graduate Academic Affairs Committee • For discussion and feedback - 2024-25, Sept 2025 • Approval – Oct 15, 2025 CGPS Faculty Council • Discussion and feedback May 2025 • Notice of Motion - Oct 30, 2025 • Approval - Nov 27, 2025
Implementation	2025-26
Attachments	GPS 210 Progress Report (updated October 2025)

GPS 210 PROGRESS REPORT

All students must have a synchronous advisory committee meeting at least once during each 12-month period. Following that meeting, a progress report must be completed, signed, filed with CGPS via Graduate Services in PAWS as a PDF document, and a copy shared with the student ([see policy 3.2.](#)).

Progress reports do not have to follow the GPS 210 format (programs can continue to use their own forms or adapt this form), however, all progress reports submitted to CGPS must include at a minimum all the information included in the most recent version of the GPS 210.

It is the responsibility of the supervisor and the student to ensure that progress reports are submitted to the graduate chair. Students who do not have progress reports on file may encounter issues with delays to defence and program completion.

Students returning from leave: it is recommended that students meet with their advisory committee upon return from leave to discuss plans and proceed with annual progress meetings as scheduled.

SECTION 1: General Information

Student Name	Program	
Student #	Program start date	Leave dates (if applicable)

Committee Meeting Date		Supervisor(s)	
Written report submitted by student		Oral presentation by student?	
☐ Yes ☐ No	If yes, date report submitted:	☐ Yes ☐ No	
Committee member(s), including supervisors:	Role	Attended	Absent
	Choose an item.	☐	☐
	Choose an item.	☐	☐
	Choose an item.	☐	☐
	Choose an item.	☐	☐
	Choose an item.	☐	☐
	Choose an item.	☐	☐

SECTION 2: Disclosures

Conflict of Interest	
All potential sources of conflict of interest of and between committee members (as defined in CGPS Policy 3.1.2.) have been considered, disclosed, and mitigated where necessary.	☐ None to disclose ☐ Disclosed and mitigation strategy in place

Sensitive Technology Research and Affiliations of Concern (STRAC) Declaration		
Given the topic of research, the committee composition is compliant with STRAC :	☐ Yes ☐ No	☐ Unsure ☐ n/a

If you have questions regarding the Canadian Government's policy STRAC, or would like some assistance in determining how to assess associated risks, please contact Lisa Belhumeur Belhumeur.lisa@usask.ca.



SECTION 3: Progress in Program

Contact with supervisor(s):

- ☐ Satisfactory
- ☐ Needs improvement
- ☐ Unsatisfactory
- ☐ None

Comments:

Thesis/dissertation proposal

- ☐ n/a
- ☐ Not Started
- ☐ In Progress
- ☐ Approved/Completed

Comments:

Ethics approval:

- ☐ n/a
- ☐ Satisfactory
- ☐ Needs improvement
- ☐ Unsatisfactory
- ☐ Completed

Comments:

Progress in research since last meeting:

- ☐ n/a
- ☐ Satisfactory
- ☐ Needs improvement
- ☐ Unsatisfactory

Comments:

Doctoral Candidacy Assessment*:

*Expected completion within 2 years of
program start date

- ☐ n/a
- ☐ In Progress
- ☐ Completed

Comments:

Progress in thesis/dissertation writing:

- ☐ n/a
- ☐ Satisfactory
- ☐ Needs improvement
- ☐ Unsatisfactory

Comments:

Course work

- ☐ n/a
- ☐ In Progress
- ☐ Completed

Comments (list courses here):



Outline any steps necessary for remediation if any unsatisfactory progress or lack of communication with the supervisor was noted. Clearly indicate:

- a) why a notation of unsatisfactory progress was given
- b) expectations and timelines for the student to improve their progress.

If there are any areas of unsatisfactory progress, it is recommended that the student and advisory committee meet again within three months.

Steps for remediation:

SECTION 4: Meeting minutes

Minutes should include discussion details, feedback/advice given and next steps for the student.



SECTION 5: Student Comments (optional)

Students may provide comments including barriers encountered since previous meeting and areas where more support is requested. If there is a concern with supervisor support or availability, students should speak with the graduate chair or contact the associate dean in their college or CGPS for advice.

Student comments:

SECTION 6: Signatures

Your signature confirms that you have received a copy of the progress report and meeting minutes.

Supervisor(s) Signature	Supervisor(s) Name	Date
Student Signature		Date
Graduate Chair Signature	Graduate Chair Name	Date

2024-25 GRADUATE STUDENT & POSTDOCTORAL SCHOLAR REPORT

October 30, 2025



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

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BE WHAT THE WORLD NEEDS

Contents

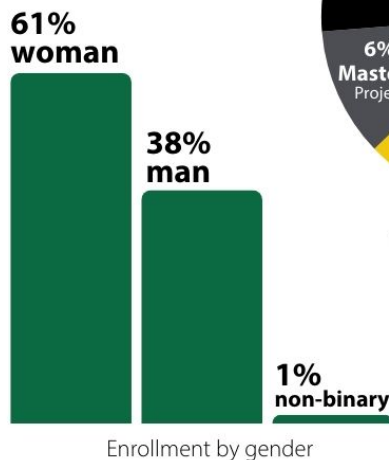
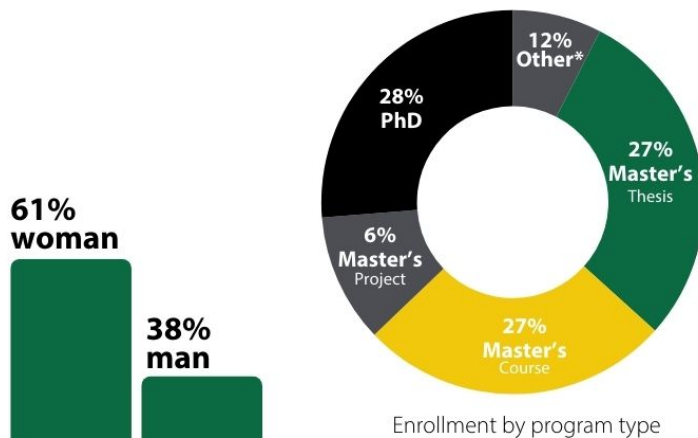
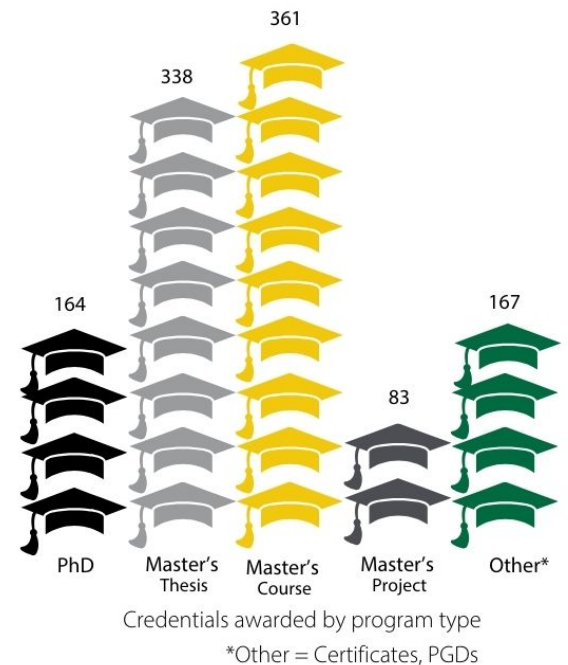
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2024-25 GRADUATE STUDENT & POSTDOCTORAL SCHOLAR REPORT

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

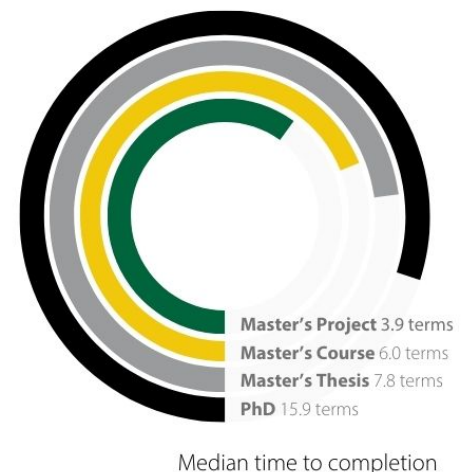
10,402 applications received
1,113 credentials awarded
327 postdoctoral scholars
4,569 students enrolled



Over **9%** of students self-declare as Indigenous
 In 2024, Indigenous PhD enrollment **increased by 23%**



37% of students are international
 The top four countries by student citizenship are **Iran** (17%), **Nigeria** (11%), **Bangladesh** (9%), **Ghana** (9%)



For more information please visit:
cgps.usask.ca

Forward

This marks the fifth 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. With respect to EDI, at this point, we have data on gender, Indigenous self-declaration, and geographic origin but no other attributes relevant for equity monitoring such as sexual orientation, religion, socio-economic status, family status or disability status are currently collected by the University of Saskatchewan.

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. We continue to evolve the scope and format of the report to make the information accessible and focus on emergent issues. This report summarizes data up to April 2025 and in a few places mentions more recent trends such as the impact of changes to study permits on application pressure and fall 2025 enrolment. Data for specific programs, colleges or schools can be provided upon request.

Graduate Program Admissions

Applications

For the 2024/2025 admission cycle, demand for our programs remained fairly stable by key measures of application pressure, admission GPA, and the conversion of offers of admission to registered students.

Application pressure can be tallied in different ways. As in previous reports we tallied applications by the year of start of program. By this measurement, the total number of applications (10,402) for programs beginning in the 2024/2025 academic year decreased by 5% relative to 2023/2024 (10,924) due to a decline in the number of international applications. Further details by College and School are available in Appendix I.

The impact of changes in Immigration, Refugees and Citizenship Canada (IRCC) policies, such as the introduction of a federal cap on the annual number of international study permits issued, and the associated negative impression of Canada amongst prospective students has resulted in a significant drop in the number of international applications submitted in the 2024/2025 academic year for programs beginning in 2025/2026. To measure this impact, we compare the number of applications received in the time period irrespective of the start term of the program. Here we find the dramatic impact of the IRCC changes with a drop in applications to 5,839 in 2024/2025 compared to 9,540 in the previous year; the drop is entirely in applications from international students.

Admission GPA (AGPA)

The ratio of applications to offers made is a measure of the demand for programs. The AGPA is a measure of the strength of the applicant pool and the selectivity of programs. The average entrance GPA for admitted graduate students has remained relatively stable in comparison to previous years. For students starting in the 2024/2025 academic year, there were slight drops in the AGPA for course- and project-based master’s programs and PhD programs. The AGPA was identical for thesis-based master’s

Average Admission GPA				
Year	Course	Project	Thesis	Doctoral
23/24	83%	83%	85%	86%
24/25	81%	82%	85%	87%

programs. As shown in the table, the AGPA remains well above the minimum required for programs. The AGPA trends by term for the 2024/2025 year are provided in Appendix II.

Enrolment

From 2020/2021 to 2024/2025, the annual number of students enrolled in graduate programs increased by 4% overall (Figure 1). Enrolment growth in course-based master’s programs has been particularly robust and is the largest subset of the overall graduate student population. During this period there was

a 6% increase in PhD students, an 11% decrease in thesis-based master’s students, and a 26% increase in course-based master’s students.

In 2024/2025, the graduate student population remained steady at 17% of total USask student population. The proportion of graduate students enrolled at USask has been relatively stable over the past ten years. Overall annualized enrolment dropped by 1% (59 students) between 2023/2024 and 2024/2025 to 4,569. Graduate enrolment remained stable across the institution’s 51 doctoral, 73 thesis-based master’s, 28 project based master’s, 21 course-based master’s, 10 post graduate diplomas (PGD), and 33 graduate certificate programs.¹

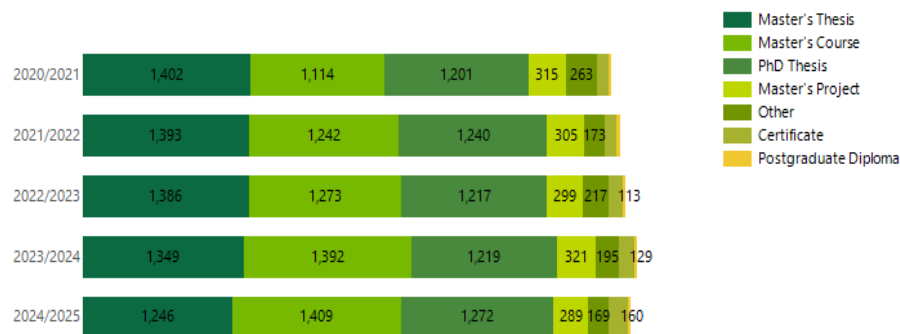
In spite of the drop off for the most recent application cycle, as of October 2, 2025, 1015 new graduate students were enrolled compared to 939 in 2024 – an increase of 8%. This increase suggests stability in the quality of the applicants overall. However, new international student starts has declined by 20%, compensated for by a rise in new domestic students.

Graduate student population by College/School

College-level graduate student headcounts are provided in Appendix XIII. The changes within Colleges and Schools reflect new programs, overall research funding, and changes in faculty complement.

Not all graduate programs in all areas of study will continue to grow and expand. Guided by our enrolment goals, program demand, and the Saskatchewan 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. Examples of this targeted growth to support the needs of our province include the new graduate programs and program expansions associated with the provincial Health and Human Resources Action Plan.

Figure 1: Graduate Enrolment by Degree Type



¹ See Appendix XXVIII for a full listing of graduate programs, Appendix XXIX for a list of new programs approved by year, and Appendix XXX for a list of program terminations by year

Doctoral Degree Enrolment

Doctoral enrolment patterns are particularly sensitive to faculty complement and renewal, scholarship, and grant funding. Following a few years of slight declines, doctoral degree enrolment totaled 1,272 growing by 4.3% between the 2023/2024 and 2024/2025 years. Appendices IV and V offer further insights into doctoral degree enrolment trends. Of note, doctoral program enrolment in Education, the School of Public Health, and the School of Environment and Sustainability all grew. Doctoral enrolment in all other colleges remained relatively consistent with only a couple with slight declines.

Thesis-based Master's Enrolment

As highlighted in Figure 1, enrolment in thesis-based master's programs dropped again in 2024-2025 by 8% compared to the prior year. Appendices VI and VII provide further details of thesis-based enrolment by college.

Project-based Master's Enrolment

Enrolment in master's project-based programs decreased in 2024/2025 compared to the previous year. Appendix VIII illustrates marginal decreases across multiple Colleges and Schools. The noticeable drop in project-based students in the School of Rehabilitation Science starting in 2018/2019, alongside an equal rise in course-based students, reflects the reclassification of the MPT program from project-based to course-based.

Course-based Master's Enrolment

Course-based master's enrolments significantly increased between 2020/2021 and 2024/2025, however, the rate of growth in course-based master's programs is stabilizing. The 2024/2025 academic year saw a 1% growth in course-based enrolments compared to 2023/2024. As Appendix IX depicts, this was largely led by growth in course-based programs in the School of Public Health and the School of Environment and Sustainability.

Postgraduate Diploma Enrolment

Typically, postgraduate diploma (PDG) program enrolments make up a small portion of total enrolment numbers. In 2024/2025, enrolment in this category remained unchanged. Appendix X shows an increase in enrolment in Agriculture and Bioresources, and decreased enrolment in Education and Engineering.

"Other" Graduate Enrolment

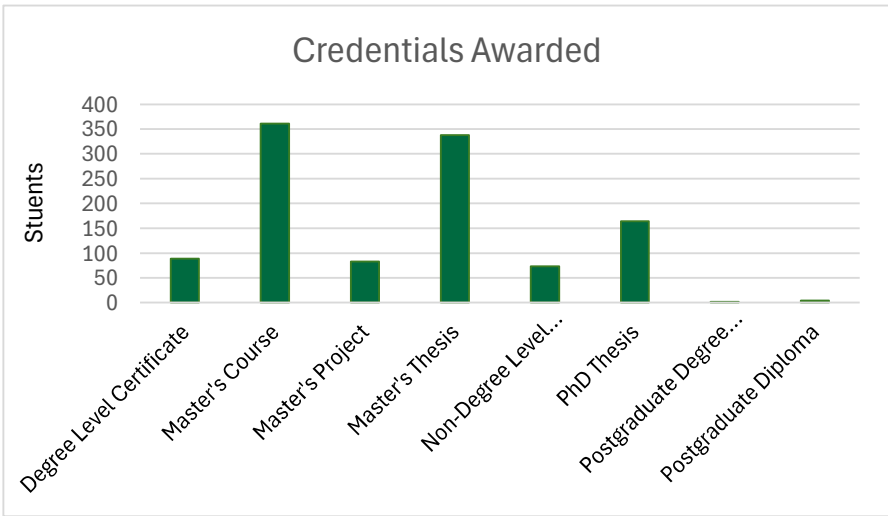
Appendix XI shows a 13% decline in enrolments for Joint-Programs, Non-Degree, and Visiting Research Student (VRS) categories during the 2024/2025 academic year. The implementation of the federal Sensitive Technology Research and Affiliations of Concern (STRAC) policy combined with the reputational impact associated with the introduction of federal study permit caps (that applied to VRS) announced in mid-2023/2024 had a cooling effect on VRS enrolments and these have not rebounded.

We will be watching closely to see if these numbers continue at current levels or if there is a rebound brought about by the stabilization of associated federal policies.

Certificate Enrolment

Graduate-level certificate program enrolment, although small in terms of relative numbers, continues to increase (see Appendix XII). In the past six years, 21 new certificate programs have been launched. Certificate-level enrolment is up by 82% in that same period. 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 (i.e.: a student pursuing both a thesis-based master’s program and a graduate-level certificate). With the inclusion of graduate certificates in the federal study permit cap, international enrolments in our certificate programs and modes of delivery may change over the coming years. The introduction of the [certificate laddering policy](#) in Spring 2025 may further shift graduate level certificate enrolment patterns.

Credentials Awarded



In 2024, there was a 7% increase in the total number of graduate-level credentials awarded compared to 2020, coinciding with a 4% rise in overall enrolment during the same period. While the number of students completing PhD degrees has fluctuated slightly year over year, this seems to be stabilizing. For the first time in

several years, the number of students who completed a course-based master’s program decreased slightly after an all-time high in 2023. A detailed listing of credentials awarded by degree program over the past several years is available in Appendix XIII.

Time to Completion

Timely completion of programs is an important measure of student success. The median time to completion² for students enrolled in graduate programs at USask has seen some minor fluctuations over the last 5 years, particularly for project-based master’s and PhD students as shown in Table 1. The slightly higher median for thesis-based master’s and PhD programs in 2022 may reflect a transient impact of the pandemic on completion times due to delays in research and other factors. At the same time, CGPS is implementing several strategies to reduce time to completion. Completion times for PhD and thesis-based master’s students have continued to decrease since 2022, while course-based master’s completion times have increased slightly.

Table 1: 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</i>
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
2023	6.0	5.1	8.1	15.9
2024	6.0	3.9	7.8	15.9

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. 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 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. Overall, the data shows that at least 50% of students complete course- and project-based master’s programs in two years. For thesis-based master’s students, more than 50% require more than 2.6 years to complete. For PhD students, over half require more than five years to complete.

Withdrawals and Requirements to Discontinue

Attrition is a key measure of student experience. While 100% completion rates may not be reasonable, attrition should be minimal. 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

² 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 can differ from some U15 reports on time to completion (first term of registration to term of convocation).

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 may be required to discontinue if they do not achieve satisfactory progress in any aspect of their graduate program.

In the 2024/2025 year, 108 students withdrew or were administratively withdrawn from their graduate programs. The number of withdrawals also includes students who do not fully convert (for example, an international student who registers but is unsuccessful in their study permit application, or a student who registers and subsequently decides to go to another institution). The number of withdrawals this year decreased by 25% (36 students) compared to 2023/2024 when 144 withdrawals occurred.

In 2024-25, CGPS received six recommendations of required to discontinue (RTD) from academic units. Through the process, 3 students chose to withdraw, 2 students were required to discontinue, and one recommendation is still in process. The year before there was only one RTD case.

Enrolment by Gender

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 in Appendix XIV, during the 2024/2025 academic year, there were 2,777 woman-identifying students, constituting 61% of the total graduate student population.³ This marks an increase from 55% in 2020/2021. There was a 13% decrease in the number of students identifying as non-binary, representing 11 fewer students in 2024/2025 compared to 2020/2021. However, that change accounts for only 0.1% of the total graduate population.

Appendix XV highlights 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. This overall trend continued in 2024/2025 with individuals identifying as women comprising 55% of doctoral enrolment, and men 44%. The number of students identifying as non-binary decreased by 2 students.

The proportion of individuals identifying as women increased slightly to 60% of thesis-based master's students, while men account for 38%. Additionally, 2% of students identify as non-binary. Further details of thesis-based Enrolment by gender are available in Appendix XVI.

³ 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, some of the historical 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.

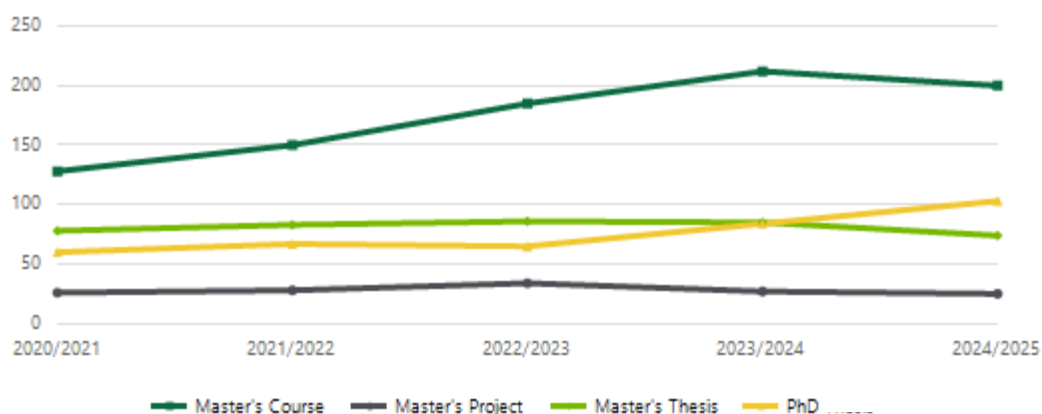
As shown in Appendix XVII, the proportion of project-based students identifying as women and non-binary decreased, while the percentage of students identifying as men increased.

Over the past five years, enrolment in course-based master's programs has steadily increased. The gender distribution continues to shift as well – women now comprise 69% of course-based master's enrolment. As shown in Appendix XVIII, men account for 30% of enrolment. Additionally, 1% of course-based students identify as non-binary. These demographics are not surprising given that several of the larger course-based programs are for professions that are traditionally dominated by women.

Indigenous Student Enrolment

In 2024/2025, the percentage of self-declared Indigenous students enrolled in a PhD program grew to 8% - an all-time high. Overall self-declared Indigenous graduate student Enrolment was relatively flat compared to 2023/2024. Figure 2 and Appendix XIX present a breakdown of self-declared Indigenous enrolment by degree type. Since 2020/2021, Indigenous student enrolment has shown consistent growth at the graduate level. In 2024/2025, 9% of graduate students identified as Indigenous, bringing us close to the University of Saskatchewan's target of 10% Indigenous graduate students by 2025. According to 2021 data from Statistics Canada, the Indigenous population in the province was 17%.

Figure 2: Indigenous Enrolment by Degree Type



International Student Enrolment

In the 2024/2025 year, the absolute and relative number of international students decreased slightly compared to 2023/2024. As shown in Appendix XX, international graduate student enrolment dropped to a still healthy 37% of the total graduate student population – a 1% decrease compared to 2023/2024. PhD and Course-based master's programs saw modest international enrolment growth.

Study permit processing delays, increased study permit refusal rates, changes to the study permit application requirements, and discussions in the global media about Canada's introduction of an international study permit cap all had an impact on our international student enrolment and the desirability of Canada as a study destination overall. It should be noted that the impact of these federal

policy changes was not fully realized in the 2024/2025 academic year as the international study permit cap was implemented for graduate students in January 2025. The 2025/2026 academic year will allow us to gather a more fulsome understanding of these impacts.

International graduate students from 105 countries studied at USask in the 2024/2025 year.

International student origin is recorded in two ways – by country of citizenship or by initial nation (country from which the student applied to USask). 56% of our international students, by country of citizenship, are from Iran, Nigeria, Ghana, Bangladesh, and India. Iran replaced China as the top country of international student citizenship in 2020/2021, and China fell from forth to sixth place this past year (see Table 2). As Appendix XXI indicates, 6% 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 Bangladesh grew by 87% between 2020/2021 and 2024/2025.

Table 2: Top 15 Countries by Student Citizenship

Country of Citizenship	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Current Yr %
Iran	239	257	303	320	289	17%
Nigeria	106	134	131	202	193	11%
Ghana	102	85	93	141	168	10%
Bangladesh	90	92	102	133	150	9%
India	161	164	150	156	150	9%
China	258	225	177	147	121	7%
Brazil	69	58	56	56	63	4%
United States	73	80	74	59	52	3%
Pakistan	30	29	34	48	48	3%
Sri Lanka	21	24	29	37	45	3%
Nepal	27	30	28	26	30	2%
Colombia	24	20	24	27	25	1%
Ecuador	28	30	29	20	23	1%
Mexico	21	25	29	34	23	1%
Egypt	22	16	14	12	16	1%
Total	1,618	1,568	1,575	1,757	1,694	

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:

- ANII Uruguay
- BECAL Paraguay
- BCAC Egypt
- CAPES Brazil
- CONICYT Chile
- DOST Philippines
- EDUCAFIN Mexico
- Kuwait

- CNPq Brazil
- COLCIENCIAS Colombia
- CONACYT Mexico
- PRONABEC Peru
- SENACYT Panama
- SENESCYT Ecuador

USask currently has students supported by several of the above funding agencies on campus as outlined in Appendix XXII. In addition, the new funding agreement signed in 2024 with Department of Science and Technology (DOST), Government of the Philippines, to provide full funding for Filipino students pursuing PhD programs in targeted programs at USask has been implemented. The first cohort of DOST-funded students have been recruited and will begin their programs in the 2025/2026 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 2020/2021 and 2024/2025 are provided Appendix XXIII. 2020/2021 and 2021/2022 numbers were impacted by both travel restrictions and, in some cases, temporary complete closure of exchange programs. There was a significant increase in inbound exchange students in 2023/2024, supported by inbound exchange growth in the Edwards School of Business and Western College of Veterinary Medicine, but numbers of incoming students fell sharply in the 2024/2025 year with the implementation of the PAL requirement.

Postdoctoral Scholars

During the 2024/2025 academic year, USask employed 327 postdoctoral scholars, with 95% of employment falling under the collective agreement with the Public Services Alliance of Canada (PSAC). In the 2024/2025 year, 65% of all postdoctoral scholars were international, and 45% identified as women. The average salary for postdoctoral scholars paid through USask's payroll systems was \$54,306, with salaries ranging from \$36,000 to \$113,100. Appendix XXIV provides a breakdown of all postdoctoral scholars employed by their respective departments for at least part of the 2024/2025 academic year.

USask endorsed and submitted 3 applications to the final national Banting competition in 2024/2025, resulting in one applicant being awarded. There remained one active Banting recipient from prior years' competitions.

Graduate Student Funding

The CGPS administers both institutionally funded scholarships and awards as well as those funded by the Tri-Agencies. In addition to Tri-Agency and donor funding, CGPS administers approximately \$8.21 million in institutional funds to support graduate students. The majority of this funding is allocated to

units through the Student Support Fund (SSF) and CGPS 75th Anniversary Scholarship programs. The remainder of the institutional funding envelope supports our central graduate scholarship programs.

New in 2024, the CGPS Parental Leave benefit program supported two students in the 2024/25 year. The CGPS Parental Leave benefit provides non-endowed CGPS institutionally-funded scholarship and fellowship recipients with funding for up to 3 academic terms while on an approved parental leave. We will provide more detailed reporting as more students are supported through this program in future years.

Appendix XXV illustrates the 2024/25 awards and renewals of CGPS's major, central graduate scholarship programs by college. These major scholarship programs include the Indigenous Graduate Leaders Scholarship (IGLS), the Teacher Scholar Doctoral Fellow (TSDF), and the Domestic and International Dean's Doctoral Scholarships.

Appendix XXVI shows all active Tri-Agency award holders by college. In 2024/25, 3 USask students (Biology, Plant Sciences, and Psychology) were awarded a Vanier Canada Graduate Scholarship in the final national Vanier competition and 5 additional students continue to receive Vanier scholarships from prior cycles. Students receiving funding from other programs are as follows: 22 students were receiving CIHR funding (1 new Doctoral); 59 were holding NSERC funding (11 new Doctoral), and 89 with SSHRC funding (7 new Doctoral). These numbers include the master's Indigenous Scholarship and Supplement Award (ISAS) valued at \$32,000. USask received 1 new ISAS award in 2024/2025.

As outlined in Appendix XXVII, the number of eligible applications and the quotas for each Tri-Agency program have remained relatively constant over the past several years. The number of SSHRC scholarships awarded to Usask students dropped in 2024/25. At the same time, there were more than the average number of Usask doctoral applications classified as 'recommended but not funded' by the national adjudication committee. CGPS continues to partner with units to increase awareness and provide student support and training throughout the Tri-Agency application process.

As we move into the 2025/26 academic year, we are also responding to more Tri-Agency changes. **The first significant changes occurred in the fall of 2024 where all active and new award recipients were moved to new scholarship rates of \$27,000 (master's) and \$40,000 (doctoral).** Program changes continue to roll out. The March 2025 announcement of the Canada Research Training Awards Suite (CRTAS) eliminated the Vanier and Banting competitions in an effort to streamline programs. The most notable change to the CRTAS is the doctoral program's eligibility. The Canada Graduate Research Scholarship – Doctoral (CGRS D) now allows international students to apply. Applicants to the CGRS D also now remain eligible to apply up to 36 months into their program (compared to 24 months in prior cycles). It is anticipated that the number of CGRS D applications will increase significantly as a result and CGPS's new Tri-Agency Subcommittee will provide additional support to the main Awards Committee to

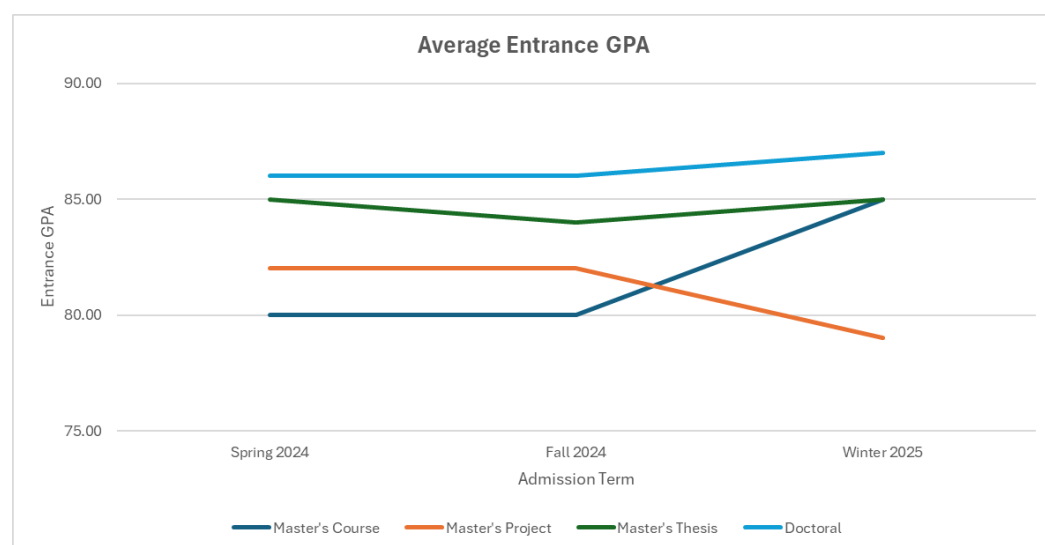
ensure timely adjudication of the increased number of applications. The new Canada Graduate Research Scholarship – Master's (CGRS M) program continues just as before with the CGS Ms.

Appendices

Appendix I: Graduate Program Applications by College

Major College / Applications	2020/21	2021/22	2022/23	2023/24	2024/25
Agriculture and Bioresources	777	657	439	441	425
Arts and Science	2,347	2,320	2,371	2,531	2,232
Dentistry	46	46	34	27	65
Education	1,003	1,240	1,237	1,657	1,493
Edwards School of Business	656	851	752	627	573
Engineering	1,066	875	823	1,142	1,019
Graduate and Postdoc Studies	481	329	248	196	135
JSG School of Public Policy	1,126	1,157	884	1,045	1,192
Kinesiology	37	38	34	38	33
Law	209	243	268	274	213
Medicine	581	468	500	421	414
No College Designated		252	214	58	31
Nursing	251	165	169	447	477
Pharmacy and Nutrition	161	206	173	140	86
School of Environ and Sustain	516	364	264	489	584
School of Public Health	685	940	1,090	1,268	1,325
Western College of Vet Med	110	118	102	123	105
Total	10,052	10,269	9,602	10,924	10,402

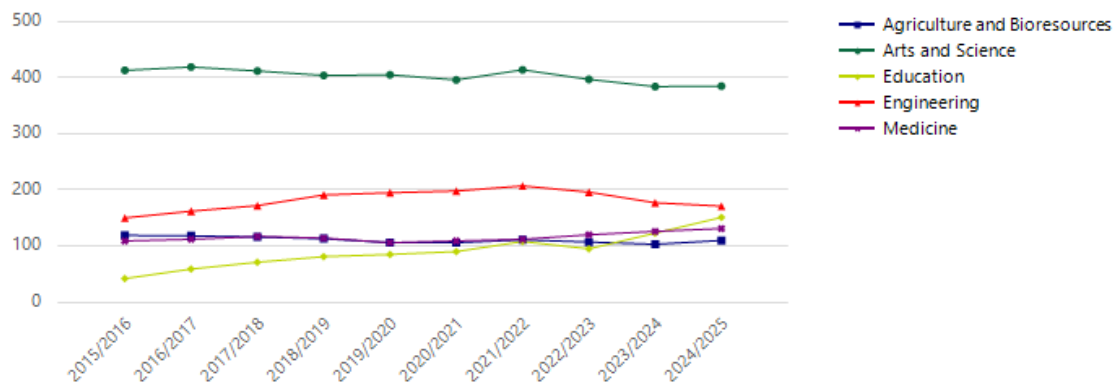
Appendix II: Average Entrance GPA of Admitted Graduate Students by Term



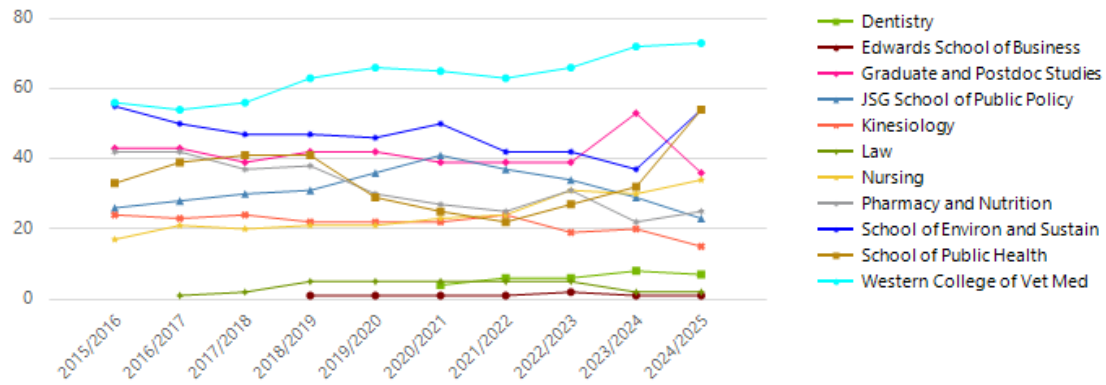
Appendix III: Total Headcount of Graduate Students by College

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
College	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Agriculture and Bioresources	316	336	327	333	339	318	338	348	337	337
Arts and Science	946	1,002	1,003	1,057	1,028	985	976	971	952	907
Dentistry					3	7	7	7	9	23
Education	587	623	602	610	582	590	647	652	711	681
Edwards School of Business	275	260	259	263	258	219	244	242	239	216
Engineering	431	485	504	529	507	504	478	452	413	366
Graduate and Postdoc Studies	199	242	200	236	214	299	213	213	183	126
JSG School of Public Policy	191	185	189	171	196	284	277	275	273	286
Kinesiology	50	45	46	45	42	43	49	46	40	34
Law	18	20	25	24	24	23	26	26	23	18
Medicine	211	224	216	226	239	228	229	249	265	257
Nursing	123	128	132	158	189	202	241	268	281	292
Pharmacy and Nutrition	73	78	81	84	68	63	71	77	68	74
School of Environ and Sustain	113	125	137	153	174	192	216	215	259	307
School of Public Health	195	169	170	169	145	154	174	180	250	294
School Rehabilitation Science	118	117	118	120	117	118	113	117	132	147
Western College of Vet Med	138	135	153	155	179	178	182	190	193	204
Total	3,984	4,174	4,162	4,333	4,304	4,407	4,481	4,528	4,628	4,569

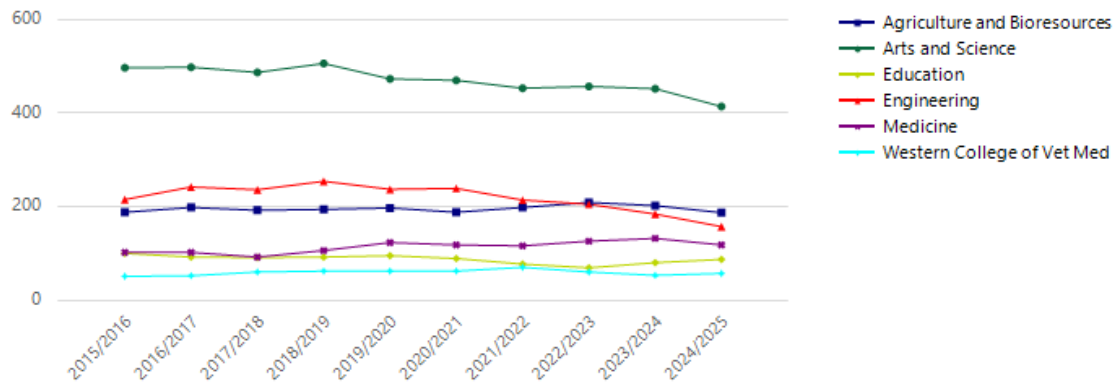
Appendix IV: Doctoral Students by College (with >75 doctoral students)



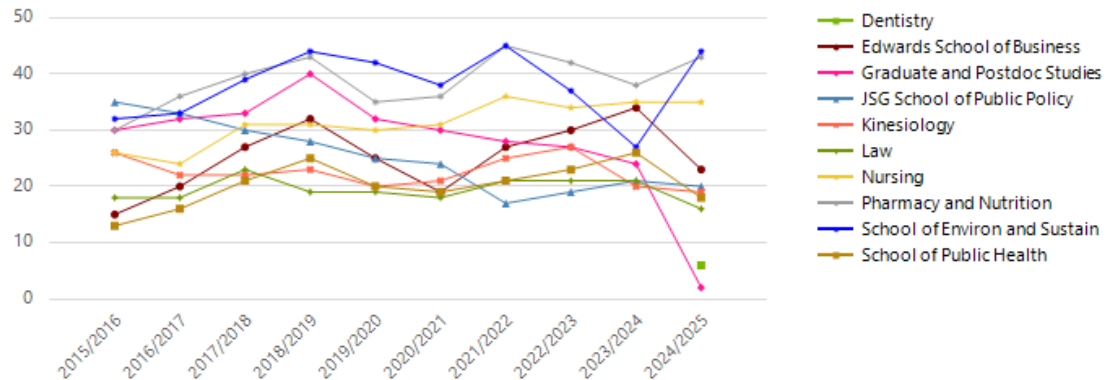
Appendix V: Doctoral Students by College (with < 75 doctoral students)



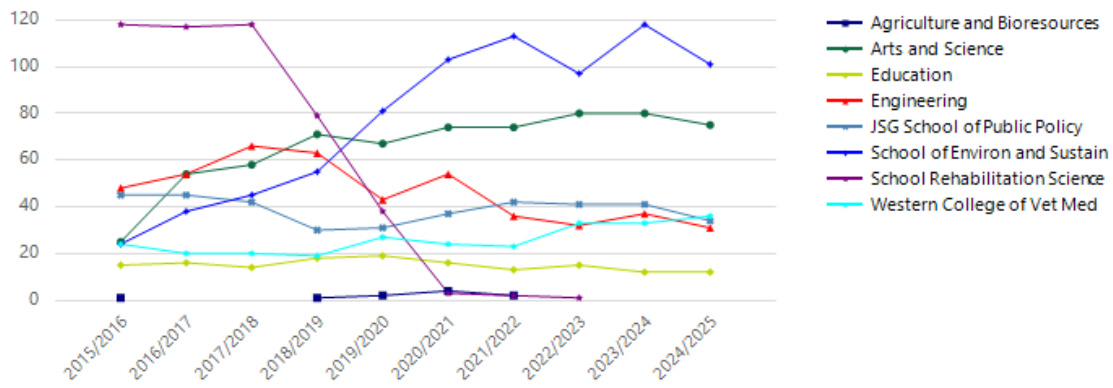
Appendix VI: Thesis-based Master's Degrees by College (with >60 master's students)



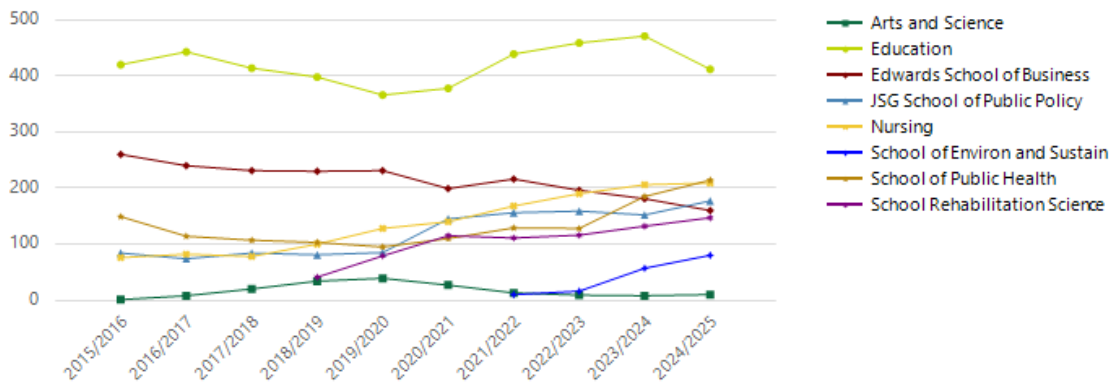
Appendix VII: Thesis-based Master's Degrees by College (with <60 master's students)



Appendix VIII: Project-based Master's Students by College



Appendix IX: Course-based Master's Students by College



Appendix X: Postgraduate Diploma Students by College

College	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Agriculture and Bioresources				3	13	14	19	18	21	24
Arts and Science							1	1	1	
Education	9	9	7	17	15	7	4	3	1	
Engineering	7	4	5	2	3	3	5	1		
Total	16	13	12	22	31	24	29	23	23	24

Appendix XI: Other Programs by College

College	Prog.	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Agriculture and Bioresources	Joint		1		1	2	2				
	VRS	8	19	19	21	19	4	8	14	11	16
Arts and Science	Joint		2	1							
	VRS	8	20	22	38	39	12	16	21	28	22
Dentistry	VRS					3	3	1	1	1	10

Education	VRS	1	4	5	4	2	1	1	4	4	1
Edwards	VRS			1		1			2	2	2
Engineering	Joint	1	4	1		1	1	1			
	VRS	10	19	24	19	28	9	15	18	15	7
Graduate and Postdoc Studies	Joint	1	1	2	2	1					
	No Program (GP)			75	139	120	222	120	135	97	80
	No Program (GS)	120	137	31							
	VRS	1	1			5	2	2	2	1	
JSG School of Public Policy	VRS		1	2	1	6	2	1		2	2
Law	VRS		1								
Medicine	Joint		1	2	2	1	1				
	VRS		9	5	4	9		1	3	7	8
Nursing	VRS				2	2		1	1		
Pharmacy/ Nutrition	VRS	1		4	3	3		1	4	8	6
School of Environ and Sustain	Joint	1									
	VRS	1	4	6	7	5	1	2	7	6	6
School of Public Health	VRS			1		1		2	2	3	3
Western College of Vet Med	Joint										3
	VRS	7	6	14	11	10	3	1	5	11	6
Total		160	230	215	254	258	263	173	219	197	169

Appendix XII: Certificate Program Enrolments

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total	11	37	30	21	54	88	99	114	129	160

Appendix XIII: Credentials Awarded by Degree Program and Graduation Year

<i>Program</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>
Degree Level Certificate	21	38	49	49	89
Master's Course	365	366	386	479	361
Master's Project	108	112	103	83	83
Master's Thesis	345	296	303	330	338
Non-Degree Level Certificate	44	50	46	43	73
PhD Thesis	152	147	166	165	164
Postgraduate Degree Specialization Certificate	3	1	5	2	1
Postgraduate Diploma	3	8	10	9	4
Total	1,041	1,018	1,068	1,160	1,113

Appendix XIV: Total Enrollment by Gender

<i>Gender</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>
Man	1,896	1,853	1,846	1,824	1,733
Non-binary	68	63	66	67	59
Woman	2,443	2,565	2,616	2,737	2,777
Total	4,407	4,481	4,528	4,628	4,569

Appendix XV: Doctoral Enrolment by Gender

<i>Gender</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>
Man	599	610	581	555	565
Non-binary	8	10	10	11	9
Woman	594	620	626	653	698
Total	1,201	1,240	1,217	1,219	1,272

Appendix XVI: Thesis-based Master's Enrolment by Gender

<i>Gender</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>
Man	638	597	590	565	478
Non-binary	26	27	28	24	22
Woman	738	769	768	760	746
Total	1,402	1,393	1,386	1,349	1,246

Appendix XVII: Project-based Master's Enrolment by Gender

<i>Gender</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>
Man	146	139	133	139	134

Non-binary	2	1	2	4	3
Woman	167	165	164	178	152
Total	315	305	299	321	289

Appendix XVIII: Course-based Master's Enrolment by Gender

<i>Gender</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>
Man	356	395	416	440	431
Non-binary	4	8	9	12	9
Woman	754	839	848	940	969
Total	1,114	1,242	1,273	1,392	1,409

Appendix XIX: Indigenous Enrolment by Degree Type

<i>Degree Type</i>	<i>2020/2021</i>		<i>2021/2022</i>		<i>2022/2023</i>		<i>2023/2024</i>		<i>2024/2025</i>	
Master's Course	128	11.5%	150	12.1%	185	14.5%	212	15.2%	200	14.2%
PhD Thesis	60	5.0%	67	5.4%	65	5.3%	84	6.9%	103	8.1%
Master's Thesis	78	5.6%	83	6.0%	86	6.2%	85	6.3%	74	5.9%
Master's Project	26	8.3%	28	9.2%	34	11.4%	27	8.4%	25	8.7%
No Program Group	7	2.7%	2	1.2%	2	0.9%	2	1.0%	1	0.6%
Degree Level Certificate	3	4.4%	3	5.2%	9	10.6%	14	12.2%	10	7.1%
Postgraduate Diploma	5	20.8%	2	6.9%	1	4.3%				
Postgraduate Degree	1	7.1%	1	5.9%	2	11.1%				
Total	308	7.0%	336	7.5%	384	8.5%	424	9.2%	413	9.0%

Appendix XX: International Enrolment by Degree Type

<i>Degree Type</i>	<i>2020/2021</i>		<i>2021/2022</i>		<i>2022/2023</i>		<i>2023/2024</i>		<i>2024/2025</i>	
Master's Course	153	13.7%	156	12.6%	167	13.1%	295	21.2%	316	22.4%
PhD Thesis	574	47.8%	574	46.3%	566	46.5%	569	46.7%	601	47.2%
Master's Thesis	552	39.4%	558	40.1%	526	38.0%	535	39.7%	451	36.2%
Master's Project	152	48.3%	137	44.9%	127	42.5%	163	50.8%	146	50.5%
No Program Group	145	55.1%	94	54.3%	146	67.3%	144	73.8%	113	66.9%
Degree Level Certificate	30	44.1%	17	29.3%	22	25.9%	26	22.6%	37	26.2%
Postgraduate Diploma	14	58.3%	19	65.5%	19	82.6%	21	91.3%	24	100.0%
Non-Degree Level Certificate	5	83.3%	14	58.3%	4	40.0%	5	71.4%	6	75.0%
Total	1,625	36.9%	1,569	35.0%	1,577	34.8%	1,758	38.0%	1,694	37.1%

Appendix XXI: Top 15 Countries by Student Initial Nation

<i>Initial Nation</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/2025</i>	<i>Current Yr %</i>
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Iran	214	230	267	292	261	15%
Nigeria	84	110	117	181	168	10%
Bangladesh	77	84	98	127	144	9%
Ghana	83	67	73	123	144	9%
India	137	139	131	143	137	8%
Canada	205	147	128	113	103	6%
China	194	182	138	118	101	6%
United States	122	113	103	82	69	4%
Brazil	65	55	55	55	60	4%
Sri Lanka	18	20	26	33	41	2%
Pakistan	23	21	27	40	37	2%
Nepal	20	26	26	25	30	2%
Mexico	21	24	32	36	25	1%
Ecuador	26	28	26	20	22	1%
Colombia	15	13	18	22	20	1%
Total	1,625	1,569	1,577	1,758	1,694	

Appendix XXII: External Scholarship Students by Funding Agency

<i>Funding Agency</i>	<i>2020/21</i>	<i>2021/22</i>	<i>2022/23</i>	<i>2023/24</i>	<i>2024/25</i>
BECAL Paraguay	-	0	1	1	1
China Scholarship Council	18	15	19	12	7
COLCIENCIAS Colombia	2	2	2	2	1
CONACYT Mexico	4	4	3	2	2
CONICYT Chile	5	0	0	0	0
CNPq Brazil	0	0	0	0	0
DOST Philippines*	-	-	-	-	-
EDUCAFIN Mexico	-	2	3	3	1
SENASCYT Panama	0	0	2	2	2
SENESCYT Ecuador	7	6	5	3	2

*first students scheduled to begin in 2025/2026

Appendix XXIII: Exchange Students by Year

	2020/21	2021/22	2022/23	2023/24	2024/25
	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange
Applicants:	0	0	11	20	3
Participants:	0	0	7	16	3
	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	
Applicants:	1	1	0	0	0

Participants:	0	0	0	0	0
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Appendix XXIV: Postdoctoral Scholars by Department

Department	2022/23	2023/24	2024/25
Agricultural and Resource Economics	1	1	1
Agricultural and Resource Economics	0	2	4
Anatomy, Physiology and Pharmacology	4	5	6
Animal & Poultry Science	5	4	5
Biochemistry, Microbiology, Immunology	11	10	8
Biology	10	12	14
Canadian Centre for Health and Safety in Agriculture	1	1	1
Canadian Centre for Rural and Agricultural Health	0	1	2
Cancer Cluster	1	1	0
Centre for Forensic Behavioral Sciences and Justice Studies	3	3	3
Chemical & Biological Engineering	19	21	24
Chemistry	6	8	9
Civil & Geological Engineering	2	4	6
Community Health & Epidemiology	6	7	8
Community University Institute for Social Research	0	0	1
Computer Science	14	17	15
Curriculum Studies	1	2	1
Dentistry	5	2	1
Educational Administration	2	2	1
Educational Foundations	1	1	1
Electrical & Computer Engineering	12	8	8
Finance and Management Sciences	0	1	1
Food & Bioproduct Sciences	9	11	15
Geography and Planning	15	10	6
Geological Sciences	12	11	11
Global Institute for Food Security	12	14	11
Global Institute for Water Security	10	6	4
History	4	8	7
Indigenous Studies	1	1	1
Johnson-Shoyama Graduate School of Public Policy	7	7	3

Kinesiology	1	1	2
Large Animal Clinical Sciences	6	4	2
Mathematics & Statistics	6	7	6
Mechanical Engineering	9	9	11
Medical Imaging	4	4	6
Medicine	3	3	2
Nursing	0	1	2
Oncology	3	1	1
Pathology and Laboratory Medicine	2	1	0
Pharmacy & Nutrition	9	8	6
Physics & Engineering Physics	10	11	11
Plant Sciences	20	21	29
Psychiatry	0	0	1
Psychology	1	0	2
Scholarship of Teaching and Learning	0	0	1
School of Environment and Sustainability	15	9	8
School of Professional Development - College of Engineering	1	1	1
School of Public Health	2	2	0
School of Rehabilitation Science	4	2	1
Sustainable Education Research Institute, College of Education	0	0	1
Sociology	3	1	0
Soil Science	6	5	5
Surgery	1	1	0
Toxicology	6	4	2
Veterinary Biomedical Sciences	7	9	6
Veterinary Microbiology	3	3	2
Veterinary Pathology	6	9	10
VIDO	22	24	31
Total	324	322	327

Appendix XXV: 2024/2025 Active CGPS Funding by Type and College⁴

<i>College</i>	Dean's Domestic \$24K	Dean's International \$24K	<i>IGLA Master's</i> \$16K	<i>IGLA PhD</i> \$20k	<i>TSDF</i> \$15,000
Agriculture and Bioresources	1	1			2
Arts and Science	6	9	1		7
Dentistry		1			
Education			1	2	
Edwards School of Business					
Engineering				1	
Graduate and Postdoc Studies	2	1			
JSG School of Public Policy					
Kinesiology					
Law					
Medicine (including SRS)	3	1		1	1
Nursing	1				2
Pharmacy and Nutrition	1	1			
School of Environ and Sustain			1		
School of Public Health					
Western College of Vet Med	2	4			

⁴ This table includes a count of all students who received full or partial payment of the above name scholarships in the 2023/2024 year. As such, a student who received an award for the September 2022 to August 2023 period and then again for the September 2023 to August 2024 period would be double counted.

Total number of active awards	16	18	3	4	12
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Appendix XXVI: Active Tri-Council Student Awards by College in 2024/2025

<i>College</i>	<i>Banting</i>	<i>Vanier</i>	<i>CIHR Doctoral</i>	<i>CIHR Master's</i>	<i>NSERC Doctoral</i>	<i>NSERC Master's</i>	<i>SSHRC Doctoral</i>	<i>SHRC Master's</i>
Agriculture and Bioresources		1			7	5		
Arts and Science	3	2		4	7	17	31	40
Dentistry								
Education		1					1	4
Edwards School of Business							1	
Engineering		1			4	2		
Graduate and Postdoc Studies		1					1	
JSG School of Public Policy								
Kinesiology				3			2	3
Medicine (including SRS)			1	11	3	3	2	2
Nursing			1					
Pharmacy and Nutrition			1			1		
School of Environ and Sustain		1			1		1	
School of Public Health					1		1	
Toxicology					3			
Western College of Vet Med		1	1		3	2		
Total number	3	8	4	18	29	30	40	49

Appendix XXVII: Tri-Agency Success Rates

	<i>2021/2022</i>	<i>2022/2023</i>	<i>2023/2024</i>	<i>2024/25</i>
SSHRC CGS-D				
USask quota success (overall success)	31% (19%)	50% (20%)	89% (30%)	35% (14%)
USask quota (total applications)	23 (37)	23 (51)	17 (49)	21 (49)
NSERC CGS-D				
USask quota success (overall success)	40% (26%)	33% (24%)	52% (35%)	55% (30%)
USask quota (total applications)	20 (31)	18 (26)	19 (29)	20 (37)
CIHR CGS-D				
USask quota success (overall success)	20% (7%)	28% (28%)	0% (0%)	33% (8%)

USask quota (total applications)	5 (14)	7 (7)	4 (10)	3 (12)
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Appendix XXVIII – Complete list of graduate programs

Accounting M.P.Acc.	Indigenous Studies M.A., Ph.D.
Advanced Veterinary Diagnostic Pathology G.Cert.	Interdisciplinary Studies M.A., M.Sc., Ph.D.
Agricultural Economics M.Sc., Ph.D.	Kinesiology M.Sc., Ph.D.
Anatomy, Physiology, and Pharmacology M.Sc., Ph.D.	Large Animal Clinical Sciences M.Sc., Ph.D.
Animal and Poultry Science M.Sc., Ph.D.	Law LL.M.
Anthropology M.A.	Leadership G.Cert.
Applied Computing M.Sc., Ph.D.	Leadership in Post-Secondary Education M.Ed.
Applied Economics Ph.D.	Linguistics M.A.
Applied Microbiology M.Agr., M.Sc., Ph.D.	Management M.Sc.
Archaeology M.A.	Marketing M.Sc.
Biochemistry, Microbiology and Immunology M.Sc., Ph.D.	Mathematics 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.	Occupational Therapy , M.O.T.
Chemical Risk Assessment M.Sc.	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.
Clinical Pharmacy M.P.C	Physician Assistant Studies MPAS
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 , G.Cert.
Economics P.G.D., M.A.	Public Administration M.P.A.
Education , cross-departmental Ph.D.	Public Health Ph.D.
Educational Administration P.G.D., M.Ed., Ph.D.	Public Health M.P.H.
Educational Foundations P.G.D., M.Ed.	Public Health Nursing , M.P.H.N
Educational Leadership Ed.D.	Public Policy M.P.P., Ph.D.
Educational Psychology and Special Education M.Ed.	Public Policy Research , G.Cert.
Educational Technology and Design M.Ed.	Quality Teaching in Health Professions Education G.Cert.
Electrical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Religion and Culture M.A.
Energy Transitions G.Cert.	Scholarship of Teaching and Learning MSoTL, G.Cert.
English M.A., Ph.D.	Small Animal Clinical Sciences M.Vet.Sc., M.Sc., Ph.D.
Environment and Sustainability M.E.S., Ph.D.	Small Animal Rotating Veterinary Internship G.Cert.
Environmental Planning G.Cert.	Small Animal Specialty Veterinary Internship G.Cert.
Epidemiology Ph.D.	Social Economy, Cooperatives, and the Non-Profit Sector G.Cert
Field Epidemiology M.Sc.	Speech-Language Pathology , M.S.L.P.
Finance M.Sc.	Sociology M.A., Ph.D.

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

Appendix XXIX – Newly-approved graduate programs by year

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.

2023-2024**Management, M.Sc.****Clinical Pharmacy, M.C.P. - Course-based****Chemical Risk Assessment, M.Sc.****Physician Assistant Studies, MPAS****Public Health, Ph.D.****2024-2025****Financial Management, G.Cert.****Public Health Nursing, M.P.H.N - Thesis-based****Public Administration, G.Cert.****Occupational Therapy, M.O.T. - Course-based****Public Policy Research, G.Cert.****Speech-Language Pathology, M.S.L.P. - Course-based****Veterinary Pathology, M.Sc. - Project-based*****Appendix XXX – Terminated graduate programs by year*****2020-2021****Applied Microbiology, P.G.D****Sustainable Environmental Management, M.S.E.M.****2021-2022****Northern Governance and Development,
M.N.G.D.****Water Security (Beijing Normal University Campus),
M.W.S.****Small Animal Clinical Sciences, M.Vet.Sc.****2022-2023****None****2023-2024**

Aboriginal Agriculture and Land Management, P.G.D.	Agricultural Economics, P.G.D
Finance, M.Sc. (to be formally terminated when remaining students complete	Marketing, M.Sc. ((to be formally terminated when remaining students complete)
2024-2025	
Economic Analysis for Public Policy, G.Cert.	Nursing, Ph.D Direct Entry
Mathematics, M.Math	Public Management, G.Cert.
Public Policy Analysis, G.Cert.	Public Policy, Transfer from M.P.P to Ph.D
Science and Innovation Policy, G.Cert.	Veterinary Pathology, M.Vet.Sc.



Governance Proposal Executive Summary

ITEM

Agenda Item Title: PPM Section 3 – Supervision and Advisory Committees
Motions: n/a
Proposed and presented by: Jaswant Singh
Action: ☒ For Discussion ☐ Notice of Motion ☐ For Approval

DETAILS

Office of Administration	College of Graduate and Postdoctoral Studies
Final Approval Body	CGPS Faculty Council
Recommended By	Graduate Academic Affairs Committee
Purpose of the Proposal	Update policy to clarify roles of advisory committee members and remove barriers for non-departmentalized colleges
Strategic and Policy Alignment	PPM Section 3 – Supervision and Advisory Committees
Summary	The role of cognate members on PhD advisory committees has been discussed at GAAC to determine: • whether a cognate is needed on committees or if the role could be fulfilled by a second additional member from outside the academic unit • CGPS' assumptions about the role of a cognate • Practices for non-departmentalized colleges The committee supported retaining the role of a cognate member on PhD advisory committees and provided feedback to help clarify for academic units the function of a cognate member and who can act as a cognate member, especially in non- departmentalized colleges.
Consultation and Approval Pathway	Graduate Academic Affairs Committee • discussion and feedback: 2024-2025, Fall 2025 CGPS Faculty Council • Discussion: October 30, 2025 • Notice of Motion – TBD • Approval - TBD
Implementation	2025-26
Attachments	PPM Section 3 – Supervision and Advisory Committees revisions

3.1. ROLE AND SELECTION OF SUPERVISOR

The supervisor must be a faculty member of CGPS and should be familiar with the rules and procedures of the academic unit, CGPS, and the university. Both student and supervisor are responsible for ensuring that all CGPS and academic unit policies, regulations, and requirements are observed and met.

Selection of a supervisor in thesis or dissertation-based programs is completed by mutual agreement among the student, supervisor, graduate chair, head, dean/executive director (non-departmentalized colleges/schools) **and/or** designate. This selection should take place as ~~quickly~~ **early** as possible and must occur within 12 months of the first registration.

The supervisor should be free of any conflicts of interest with the student. Should any conflicts of interest emerge they should be disclosed and managed accordingly (see [CGPS policy 14.2](#)).

3.2. ADVISORY COMMITTEE FOR THESIS AND DISSERTATION-BASED PROGRAMS

As soon as possible following a student's first registration in a thesis or dissertation-based program, an advisory committee should be named. **Selection of the members is completed by mutual agreement among the student, supervisor and the graduate chair.** Responsibility for ~~naming~~ **approving** the members of a student's advisory committee lies with the graduate chair, head, dean/executive director (non-departmentalized colleges/schools) or designate. It is the responsibility of the advisory committee, including the supervisor, to assist students in course selection and definition of research area, to provide support and advice, to evaluate regularly the student's progress by meeting at least once yearly, to take appropriate and timely action in view of this progress, and to keep records of this evaluation and all actions taken. The supervisor is responsible for ensuring that progress reports, meeting minutes, programs of study, and other advisory committee paperwork is completed and forwarded to the unit's graduate administrator. The members should be free of any conflicts of interest with the student. Should any conflicts of interest emerge they should be disclosed and managed accordingly (see [CGPS policy 14.2](#)).

3.2.1. CONSIDERATIONS FOR COMMITTEE COMPOSITION

The advisory committee is the central group of experts that educate, mentor, inspire, role-model, and adjudicate graduate students, over a period of years at the university and often beyond graduation within professional networks. In addition to research and (inter-) disciplinary expertise, graduate chairs, head, deans/executive directors (non-departmentalized colleges/schools) or designates must consider other factors when composing student advisory committees, including, but not limited to, the following:

1. Student perspective - Knowing the academic, personal, and career goals of the student and ensuring the student has a voice in selecting their advisory committee.
2. Equity, diversity, and inclusion - Success and the overall experience of students with a range of personal attributes and qualities, diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities, will be supported by a diverse advisory committee (e.g., race, gender identity, cultural background, lived experience, physical ability). [[see USask Equity, Diversity, and Inclusion Policy](#)]

3. Conflict of interest – Situations where the private interests of a prospective member(s) conflict with, or could reasonably be perceived to conflict with, their obligations to provide impartial advice, support, and to exercise independent judgment on an advisory committee, must be avoided. Disclosure of potential conflicts of interest to the graduate chair, head, dean/executive director (non-departmentalized colleges/schools) or designate must occur, and consideration of their implications should occur in the process of constituting advisory committees and at the first full advisory committee meeting with the student. (see [CGPS policy 14.2](#) and [USask Conflict of Interest Policy](#)).

Academic units should ensure that the application of these factors is discussed and monitored in a meaningful way on a consistent basis.

NEW SECTION

3.2.2 ROLE OF ADDITIONAL MEMBERS

Additional members on the advisory committee bring complementary expertise to the supervisor to support the student's research, training, and/or program of studies. The selection of additional members in thesis or dissertation-based programs is completed by mutual agreement among the student, supervisor and the graduate chair. Additional members may be from within or outside the academic unit, college or institution and must be a member of the faculty of CGPS, adjunct professor, professional affiliate or be granted one-time membership by the dean, CGPS or designate. The additional members should be free of any conflicts of interest with the student and the supervisor.

NEW SECTION

3.2.3 ROLE OF THE COGNATE MEMBER

The cognate member will bring complimentary expertise to the subject matter and/or methodology and provide a diverse perspective. The cognate member should have sufficient expertise in the research area, methodology, or research design to support the student's area of research interest. The supervisor will recommend the cognate member to the graduate chair for approval, and the cognate member will ideally be identified to the advisory committee at the first committee meeting.

A cognate member is a requirement on all PhD advisory committees and will have a sound understanding of USask and CGPS policies and procedures. The cognate must be a regular member of the faculty of the CGPS. In departmentalized colleges, the cognate must be from a different principal academic unit (department/school) than the student and supervisor(s). In non-departmentalized colleges or schools, preference will be given to cognates from outside the college/school, however, if no such person is available, the cognate member may be from the same college/school as the student and supervisor(s), provided their disciplinary expertise delineates from that of the supervisor. In such cases, the Associate Dean Research or Executive Director of that college/school must be consulted. A cognate member cannot be a professional affiliate and cannot be an adjunct professor apart from outside of adjuncts with affiliations to USask through research collaborations (e.g., VIDO). The cognate members should be free of any conflicts of interest with the student and the advisory committee members.



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3.2.2.4. ADVISORY COMMITTEE COMPOSITION

The master's advisory committee consists of at least two members	The Ph.D. advisory committee consists of at least three members
At least one of the supervisor(s) or additional member, or cognate member on the advisory committee must be a regular member of the faculty of CGPS who is an employee of the university.	
1. Supervisor A member of the faculty of the CGPS (adjunct professors included, but cannot be a professional affiliate). The supervisor typically chairs meetings of the advisory committee. Co-supervisor, if applicable Persons who are not members of the faculty of CGPS may be granted permission to be a co-supervisor by the dean, CGPS or designate. Co-supervisors share a vote in decision-making, and thus count as one member.	1. Supervisor A member of the faculty of the CGPS (adjunct professors included, but cannot be a professional affiliate). The Supervisor typically chairs meetings of the advisory committee. Co-supervisor, if applicable Persons who are not members of the faculty of CGPS may be granted permission to be a co-supervisor by the dean, CGPS or designate. Co-supervisors share a vote in decision-making, and thus count as one member.
2. Additional Member Must be a regular member of the faculty of CGPS, adjunct professors, professional affiliates or be granted one-time membership by the dean, CGPS or designate. The list of regular faculty, adjuncts, and professional affiliates can be accessed in PAWS.	2. Additional Member Must be a regular member of the faculty of CGPS, adjunct professors, professional affiliates or be granted one-time membership by the dean, CGPS or designate. The list of regular faculty, adjuncts, and professional affiliates can be accessed in PAWS.
	3. Cognate Member Must be a regular member of the faculty of the CGPS (adjunct professors included, but cannot be a professional affiliate) from a different principal academic unit (department/college/school) than the student and supervisor, and cannot be an adjunct professor or professional affiliate. In cases of non-departmentalized colleges and schools, the cognate member may be from the same college/school as the student and supervisor(s), provided their disciplinary expertise delineates from that of the supervisor.

The graduate chair, head, dean/executive director (non-departmentalized colleges/schools) or designate is a non-voting *ex officio* member of the advisory committee.

The dean of the CGPS or designate is a non-voting *ex officio* member of the advisory committee.

Ex officio members are not required to attend advisory committee meetings but may be included in these



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meetings and deliberations at the invitation of the student, supervisor(s), any other member of the advisory committee, or in accordance with the policy and practice of the academic unit.

When one of the proposed members of the advisory committee is not a member of the CGPS graduate faculty, the proposed member's CV and a written rationale as to why the person should be approved to serve on the committee must be provided. Please note this is a one-time approval for that person to serve on a specific advisory committee.

Postgraduate diploma and graduate certificate students do not require an advisory committee. The use and composition of advisory committees for course- and project-based master's degrees is at the discretion of each academic unit.