

BE WHAT THE WORLD NEEDS

2023-2024 Graduate Student & Postdoctoral Scholar Report

October 1, 2024



Contents

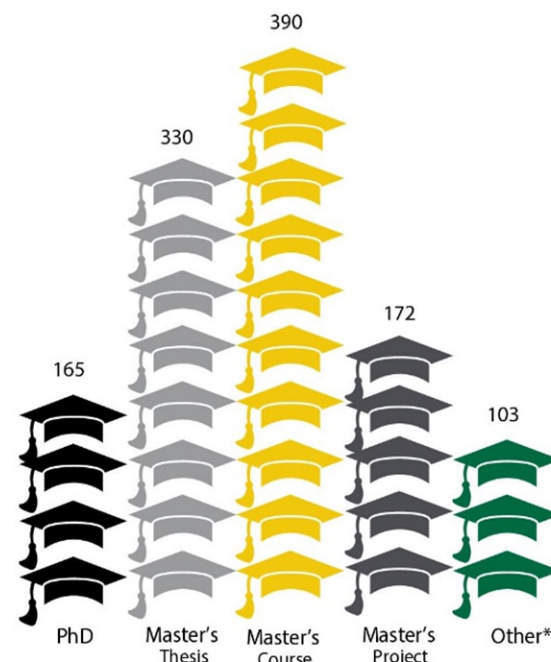
2023-2024 Snapshot	1
Graduate Program Applications	2
Graduate Enrollment by Degree Type	3
Overall Enrollment by Gender	3
Doctoral Degree Enrollment	4
Thesis-based Master's Enrollment	4
Project-based Master's Enrollment	4
Course-based Master's Enrollment	4
Certificate Enrollment	5
Postgraduate Diploma Enrollment	5
Other Graduate Enrollment	5
Graduate student population by College/School	5
Time to Completion	6
Withdrawals and Requirements to Discontinue	6
Credentials Awarded	7
Indigenous Student Enrollment	7
International Student Enrollment	8
Externally funded International Students	9
Exchange Students	9
Postdoctoral Scholars	10
Graduate Student Funding	10
Appendices	1
Appendix I: Graduate Program Applications by College	1
Appendix II: Average Entrance GPA of Admitted Graduate Students by Term	1
Appendix III: Total Enrollment by Gender	2
Appendix IV: Doctoral Students by College (with >75 doctoral students)	2
Appendix V: Doctoral Students by College (with < 75 doctoral students)	2
Appendix VI: Doctoral Enrollment by Gender	3
Appendix VII: Thesis-based Master's Degrees by College (with >60 master's students)	3
Appendix VIII: Thesis-based Master's Degrees by College (with <60 master's students)	3

Appendix IX: Thesis-based Master's Enrollment by Gender	3
Appendix X: Project-based Master's Students by College	4
Appendix XI: Project-based Master's Enrollment by Gender	4
Appendix XII: Course-based Master's Students by College	4
Appendix XIII: Course-based Master's Enrollment by Gender	4
Appendix XIV: Certificate Program Enrollments	5
Appendix XV: Postgraduate Diploma Students by College	5
Appendix XVI: Other Programs by College.....	5
Appendix XVII: Total Headcount of Graduate Students by College	6
Appendix XVIII: Credentials Awarded by Degree Program and Graduation Year	6
Appendix XIX: Indigenous Enrollment by Degree Type	7
Appendix XX: International Enrollment by Degree Type.....	7
Appendix XXI: Top 15 Countries by Student Initial Nation	7
Appendix XXII: External Scholarship Students by Funding Agency.....	8
Appendix XXIII: Exchange Students by Year.....	8
Appendix XXIV: Postdoctoral Scholars by Department	8
Appendix XXV: 2023/2024 Active CGPS Funding by Type and College	10
Appendix XXVI: Active Tri-Council Student Awards by College in 2023/2024.....	11
Appendix XXVII: Tri-Agency Success Rates	11
Appendix XXVIII – Complete list of graduate programs	12
Appendix XXIX – Newly-approved graduate programs by year	15

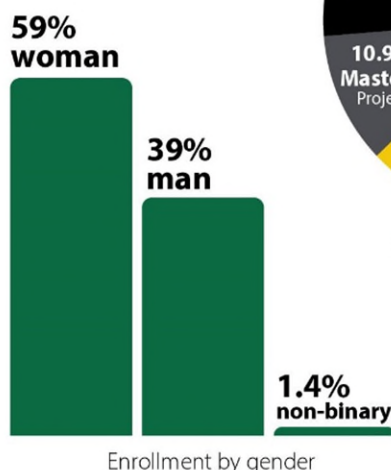
2023-24 GRADUATE STUDENT & POSTDOCTORAL SCHOLAR REPORT

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

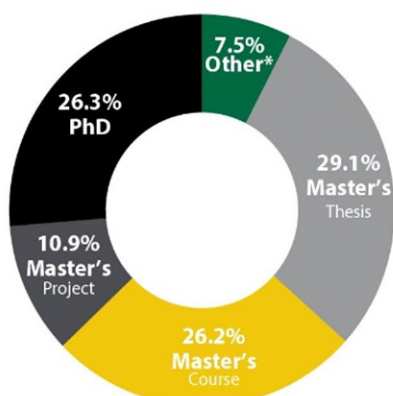
10,917 applications received
1,160 credentials awarded
322 postdoctoral scholars
4,630 students enrolled



Credentials awarded by program type
 *Other = Certificates, PGDs



Enrollment by gender

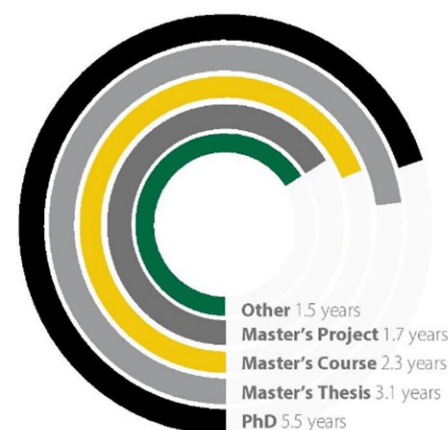


Enrollment by program type



Over **9%** of students self-declare as Indigenous

In 2023, Indigenous PhD enrollment **increased by 27%**
 Master's Thesis enrollment **decreased by 2%**



Average time to completion



38% of students are international

The top three countries by student citizenship are **Iran** (18%), **Nigeria** (11.5%) and **India** (9%)



For more information please visit:
cgps.usask.ca

BE WHAT THE WORLD NEEDS



Forward

This marks the fourth annual edition of the Graduate Student & Postdoctoral Scholars Report, tailored for the CGPS Faculty Council audience. In 2023/2024 we had record numbers of Indigenous and international students registered.

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.

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

For the 2023/2024 admission cycle, demand for our programs remained high by key measures of application pressure, admission GPA, and conversion of offers to registered students.

In 2023/2024, the total number of applications increased 14% to 10,919 from 9,601 in 2022/2023. Appendix I highlights significant increases in applications to several Colleges and Schools - 164% increase for the College of Nursing, 85% for the School of Environment and Sustainability (SENS), 38% for the College of Engineering, and 34% for the College of Education. Conversely, a few Colleges, including Dentistry, the Edwards School of Business, and Medicine experienced declines in application pressure.

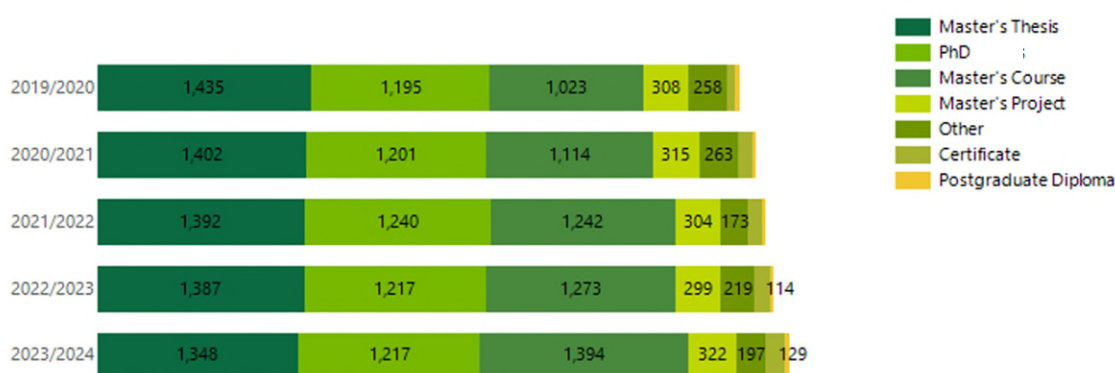
For applicants applying to programs that began in 2023/2024, 17% who submitted complete applications were admitted. 80% of applicants who were offered admission registered and began programs. Important context regarding application pressure and the desirability of programs is that these numbers do not fully capture the applicant demand, as many thesis-based programs require securing a supervisor before applying. This leads to nearly a 100% acceptance rate among those who complete the application, contributing to the high conversion rate from admission offers to registered students.

The average GPA for admitted graduate students was higher in the 2023/2024 year as compared to 2022/2023 across all degree types. For students starting in the 2023/2024 academic year, the average entrance GPA for project- or course-based master's programs was 83 (79.5 in 2022/2023), for master's thesis-based programs it was 85 (83.5 in 2022/2023), and for PhD programs, it stood at 87 (86 in 2022/2023). The average entrance GPA trends by term for the 2023/2024 year are provided in Appendix II.

Graduate Enrollment by Degree Type

Graduate enrollment remained strong and stable across the institution's 51 Doctoral, 72 Master's Thesis, 27 Master's Project, 19 Master's Course, 10 Post Graduate Diplomas (PGD), and 30 Graduate Certificate programs.¹ As outlined in Figure 1, between the 2019/2020 and 2023/2024 academic years, the annual number of students enrolled in graduate programs increased to 4,607 students. Over these five years there was a 1.8% increase in PhD students, a 6% decrease in thesis-based Master's students, and a 36% increase in the number of students pursuing course-based master's programs. Enrollment growth in course-based master's programs has been particularly robust and comprised the largest subset of the overall graduate student population in 2023/2024.

Figure 1: Graduate Enrollment by Degree Type



Overall Enrollment 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 III and IV, during the 2023/2024 academic year, there were 2,739 woman-identifying students, constituting 59.2% of the total graduate student population.² This marks an increase from 2,359 students (54.8%) in 2019/2020. There was an 11% increase in the number of students identifying as non-binary,

¹ See Appendix XXVIII for a full listing of graduate programs and Appendix XXIX for a list of new programs approved by year.

² 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.

representing an additional 7 students in 2023/2024 from the previous year. However, that change accounts for only 0.2% of the total graduate population.

Doctoral Degree Enrollment

As mentioned above, doctoral degree enrollments peaked in 2021/2022 at 1,240 students and have experienced a slight decline stabilizing at 1,217 in the last two years. Appendices IV and V offer further insights into doctoral degree enrollment trends. Education, the School of Public Health, and the Western College of Veterinary Medicine experienced growth, while Arts and Science, Engineering and most other colleges experienced slight declines. Various factors influence enrollment patterns, including faculty complement and renewal, and the pandemic may have directly contributed to delays in completion times, fewer acceptances, and fewer students moving through programs.

Appendices VI 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 53.5% of doctoral enrollment, and men 45.6%. The number of students identifying as non-binary increased by 2 students.

Thesis-based Master's Enrollment

As highlighted in Figure 1, enrollment in thesis-based master's programs dropped slightly in 2023-2024. Appendices VII and VIII provide further details of thesis-based enrollment by college. Women now make up 56.3% of thesis-based master's students, while men account for 41.8%. Additionally, 1.9% of students identify as non-binary. Further details of thesis-based enrollment by gender are available in Appendix IX.

Project-based Master's Enrollment

Enrollment in master's project-based programs increased in 2023/2024 compared to the previous year. Appendix X illustrates steady growth in project-based enrollments within SENS, a modest increase in Engineering, and stable or slightly declining numbers in other programs. 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. As noted in Appendix XI, the proportion of project-based students identifying as women and non-binary increased, while the percentage of students identifying as men declined.

Course-based Master's Enrollment

Course-based master's enrollments significantly increased between 2019/2020 and 2023/2024. The 2023/2024 academic year saw another increase – a 9.5% growth in course-based enrollments compared to 2022/2023. As Appendix XII depicts, this was largely led by growth in course-based programs in the Colleges of Education, Nursing, and the School of Environment and Sustainability.

Over the past five years, enrollment in course-based master's programs has steadily increased. However, in 2022/2023, there was a slight shift in gender distribution, with a 1% decrease in women's

enrollment and a corresponding rise in men's enrollment' that trend reversed in 2023/2024. As shown in Appendix XIII, women now represent 67.6% of course-based students, while men account for 31.6%. Additionally, 0.8% of course-based students identify as non-binary.

Certificate Enrollment

Graduate-level certificate program enrollment, although small in terms of relative numbers, continues to increase (see Appendix XIV). In the past five years, 18 new certificate programs were launched. 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 enrollments in our certificate programs and modes of delivery may change over the coming years.

Postgraduate Diploma Enrollment

Typically, postgraduate diploma (PDG) program enrollments make up a small portion of total enrollment numbers. In 2023/2024, enrollment in this category remained unchanged. Appendix XV shows an increase in enrolment in Agriculture and Bioresources, and decreased enrollment in Education and Engineering.

Other Graduate Enrollment

Appendix XVI shows a 10% decline in enrolments for Joint-Programs, Non-Degree, and Visiting Research Student (VRS) categories during the 2023/2024 academic year. The implementation of the federal Sensitive Technology Research and Affiliations of Concern (STRAC) policy in mid-2023/2024 had a cooling effect on VRS enrollments. Including VRS coming to Canada for 6 months or more in the federal international student permit cap further increased the uncertainty for this population of students. We will be watching closely to see if this rebounds in the coming year.

Graduate student population by College/School

In 2023/2024, the graduate student population remained steady at 17% of 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 Appendix XVII. The changes within Colleges and Schools are a reflection of 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 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.

Time to Completion

Timely completion of programs is an important measure of student success. The median time to completion³ for students enrolled in graduate programs at USask has seen some minor fluctuations over the last 9 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.

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>
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
2023	6.0	5.1	8.1	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 master's programs in less than two years. For thesis-based master's students, more than 50% require greater than 2.67 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

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).

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 2023/2024 year, 104 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). Going forward, we will work to parse out withdrawal numbers further. This year’s withdrawal number is slightly higher than 2022/2023 when 102 withdrawals occurred. One student was RTD. The number of RTD cases dropped compared to previous years – in 2022/2023, four students were RTD.

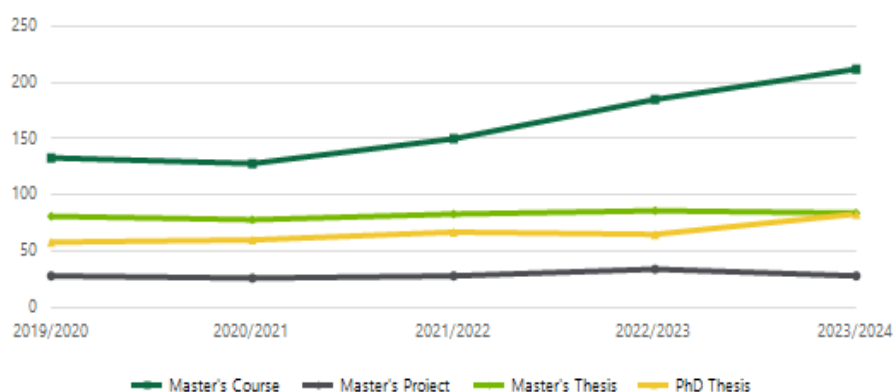
Credentials Awarded

In 2023, there was a 15.6% increase in the total number of graduate-level credentials awarded compared to 2019, coinciding with a 7.6% 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 2023, the total number of graduate-level credentials awarded increased by 8.6% from the previous year. A further detailed listing of credentials awarded by degree program is available in Appendix XVIII.

Indigenous Student Enrollment

In 2023/2024, self-declared Indigenous graduate students exceeded 400 for the first time. Figure 2 and Appendix XIX present a breakdown of Indigenous enrollment by degree type. Since 2020/2021, Indigenous student enrollment has shown consistent growth at the graduate level. In 2023/2024, 9.1% of graduate students identified as Indigenous, bringing us closer 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%. The increases in Indigenous enrollment for 2023/2024 occurred across course-based master’s programs, PhD thesis programs, and degree-level certificates.

Figure 2: Indigenous Enrollment by Degree Type



International Student Enrollment

2023/2024 marked a record number of international graduate students at USask with 1,767 enrolled. As shown in Appendix XX, international graduate student enrollment is a similar percentage between 2019/2020 and 2023/2024, comprising 38.2% of the total graduate student population in 2023/2024, and is a 3.3% increase compared to 2022/2023. The slight drop in 2021/2022 and 2022/2023 is likely due to the effects of the pandemic and study permit approval delays. Course-based master's programs saw an 8% increase in international students, representing 130 additional students. The most significant gains were in the School of Environment and Sustainability, the School of Public Health, and the College of Education.

International student origin is recorded in two ways – by country of citizenship or by initial nation (country from which the student applied to USask). Our international students' countries of citizenship are predominantly Iran, Nigeria, India, and China. Iran replaced China as the top country of international student citizenship in 2021 and continued in 2024 (see Table 2). As Appendix XXI indicates, 7% 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 55.6% between 2019/2020 and 2023/2024.

Table 2: Top 15 Countries by Student Citizenship

Country of Citizenship	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Current Yr %
Iran	215	239	257	304	323	18%
Nigeria	88	107	134	132	203	11%
India	178	161	164	150	156	9%
China	286	258	225	177	147	8%
Ghana	87	102	85	94	141	8%
Bangladesh	99	90	92	102	133	8%
United States	88	73	80	74	60	3%
Brazil	81	69	58	56	56	3%

Pakistan	26	30	29	34	49	3%
Sri Lanka	25	21	24	29	37	2%
Mexico	19	21	24	29	33	2%
Colombia	23	24	20	24	28	2%
Nepal	25	27	30	28	26	1%
Ecuador	33	28	30	29	20	1%
Not reported	18	32	18	14	20	1%
Total	1,622	1,620	1,567	1,579	1,766	

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
- CNPq Brazil
- COLCIENCIAS Colombia
- CONACYT Mexico
- CONICYT Chile
- EDUCAFIN Mexico
- Kuwait
- PRONABEC Peru
- SENACYT Panama
- SENESCYT Ecuador

USask currently has students supported by several of the above funding agencies on campus as outline in Appendix XXII. In addition, in early 2024 a new funding agreement was signed with Department of Science and Technology, Government of the Philippines, to provided full funding for Filipino students pursuing PhD programs in targeted programs at USask.

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 2018/2019 and 2023/2024 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.

Postdoctoral Scholars

During the 2023/2024 academic year, USask employed 322 postdoctoral scholars, with 94% of employment falling under the collective agreement with the Public Services Alliance of Canada (PSAC). In the 2023/2024 year, 63% of all postdoctoral scholars were international, and 45% identified as women. The average salary for postdoctoral scholars paid through USask's payroll systems was \$52,392, with salaries ranging from \$36,000 to \$84,210. Appendix XXIV provides a breakdown of all postdoctoral scholars employed by their respective home departments for at least part of the 2023/2024 academic year.

While USask endorsed and submitted Banting applications, none were awarded in 2023/2024. There remain two active Banting recipients 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 envelop supports our central graduate scholarship programs.

Appendix XXV provides an overview of our major, central graduate scholarship programs. It should be noted that the Dean's Doctoral Scholars - both Domestic and International - are new for 2023/2024. However, scholarships awarded under the old Dean's Scholarship program were multi-year commitments and thus are still being paid out through to the end of the 2025/2026 academic year.

In addition to institutional funding in the 2023/2024 academic year, over \$3 million in Tri-Council funding was paid to USask graduate students and postdoctoral scholars. This included 8 active Vanier recipients (no new awards in 2023-24). Students receiving funding from other programs are as follows: 18 students receiving CIHR funding (2 new Doctoral); 58 holding NSERC funding (6 new Doctoral), and 68 with SSHRC funding (10 new Doctoral).

The Tri-Agencies also provide scholarships and supplements for students who self-identify as Indigenous. USask received 7 Indigenous Master's Scholarship Awards valued at \$17,500 in 2023/2024. There were 6 SSHRC (2 in Edwards, 2 in Arts & Science, 1 in Kinesiology and 1 in Education), and 1 NSERC (in Agriculture and Bioresources). In addition, 12 Indigenous Scholarship Supplements valued at \$5,000 were awarded (2 NSERC and 10 SSHRC). Complete details related to active Tri-Agency award holders by college are available in Appendix XXVI.

As outlined in Appendix XXVII, the number of applications to and the quotas for each Tri-Agency program have remained relatively constant over the past three years but we are optimistic these

number will start to increase for the 2024/2025 year and beyond as a result of increased USask awareness and extra applicant support provided at both the unit level and through CGPS. The recently announced increase in both the number and value of the Tri-Agency scholarships at both the master's and PhD levels will also most likely drive up organic interest, applications, and hopefully the number of awards received by USask students.

Appendices

Appendix I: Graduate Program Applications by College

Major College / Applications	2019/20	2020/21	2021/22	2022/23	2023/24
Agriculture and Bioresources	724	777	657	439	441
Arts and Science	2,207	2,347	2,320	2,371	2,530
Dentistry	3	46	46	34	27
Education	801	1,004	1,240	1,237	1,657
Edwards School of Business	551	656	851	752	627
Engineering	1,009	1,066	875	823	1,139
Graduate and Postdoc Studies	295	481	330	248	196
JSG School of Public Policy	791	1,126	1,156	884	1,045
Kinesiology	40	37	38	34	38
Law	173	209	243	268	274
Medicine	572	581	468	499	421
No College Designated			252	214	58
Nursing	224	251	165	169	447
Pharmacy and Nutrition	149	161	206	173	140
School of Environ and Sustain	376	516	363	264	488
School of Public Health	435	685	940	1,090	1,268
Western College of Vet Med	105	110	119	102	123
Total	8,455	10,053	10,269	9,601	10,919

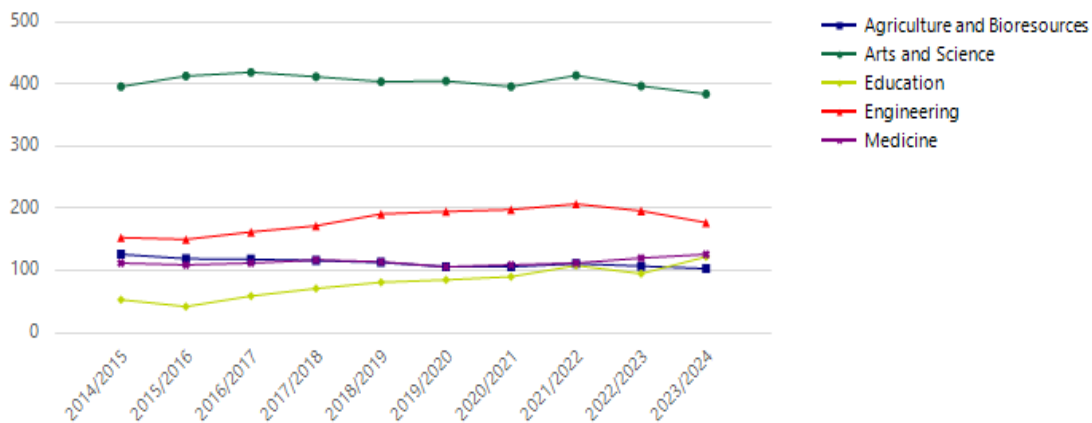
Appendix II: Average Entrance GPA of Admitted Graduate Students by Term



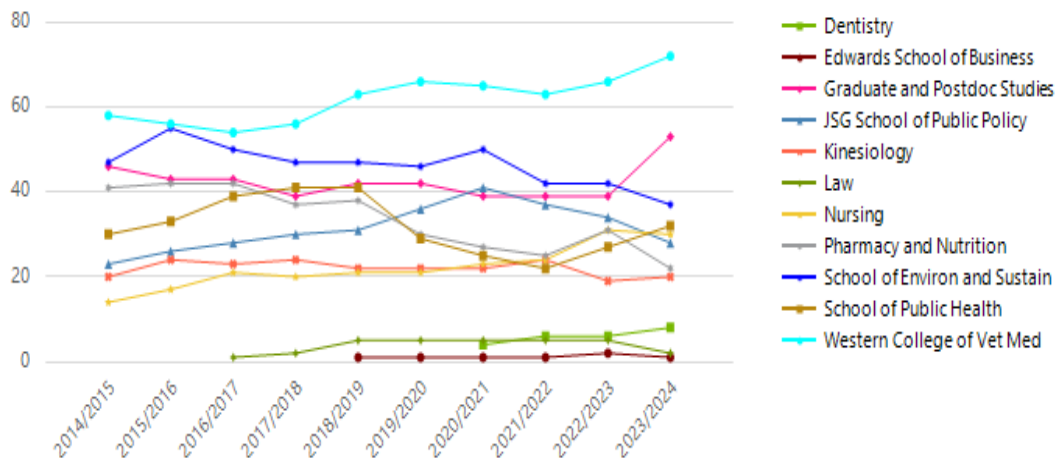
Appendix III: Total Enrollment by Gender

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Man	1,864	1,899	1,855	1,852	1,823
Non-binary	81	58	57	61	68
Woman	2,359	2,450	2,567	2,619	2,739
Total	4,304	4,407	4,479	4,532	4,630

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



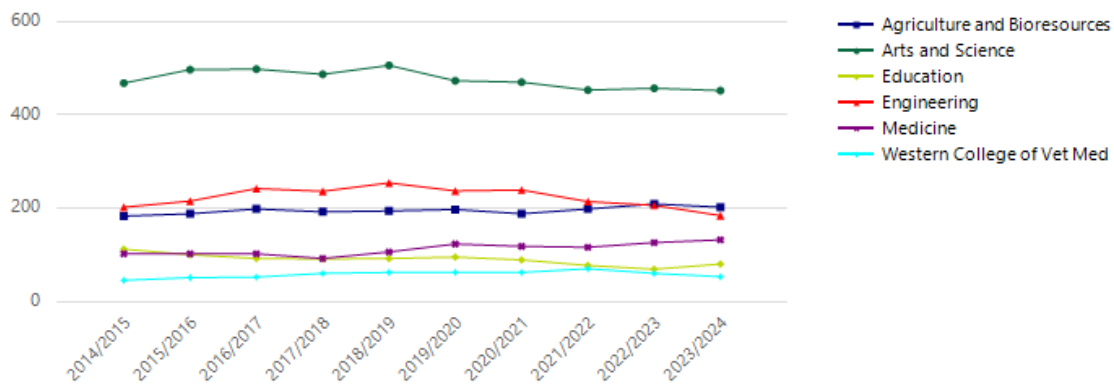
Appendix V: Doctoral Students by College (with < 75 doctoral students)



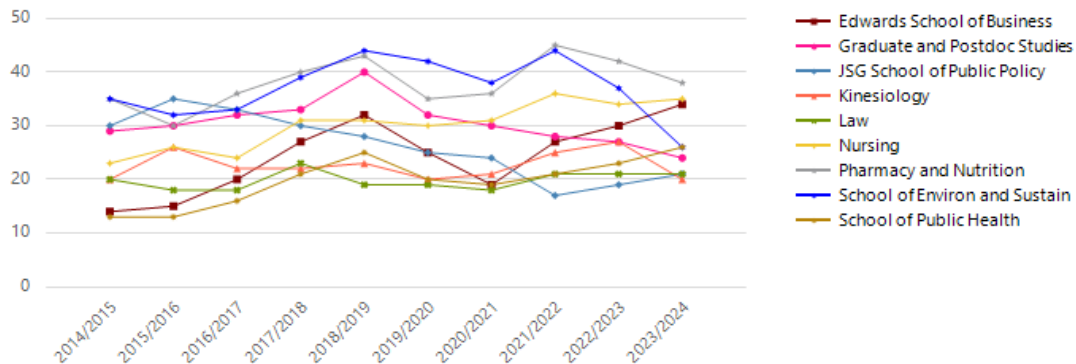
Appendix VI: Doctoral Enrollment by Gender

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Man	619	600	611	582	555
Non-binary	8	7	9	9	11
Woman	568	594	620	626	651
Total	1,195	1,201	1,240	1,217	1,217

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



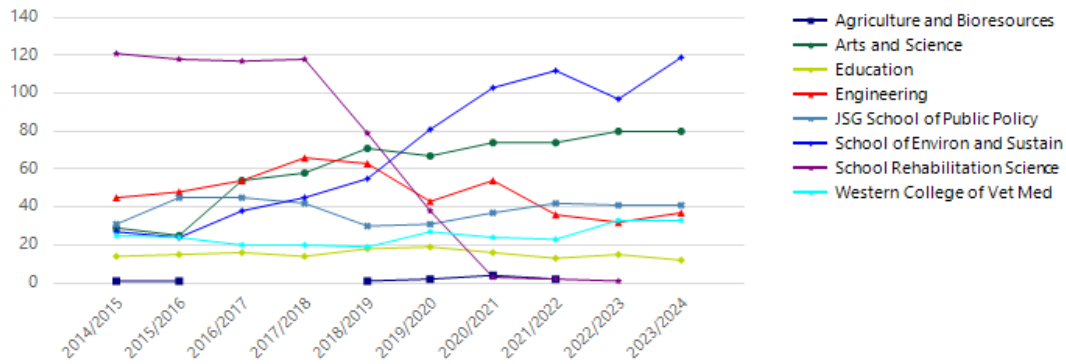
Appendix VIII: Thesis-based Master's Degrees by College (with <60 master's students)



Appendix IX: Thesis-based Master's Enrollment by Gender

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Man	638	639	598	592	563
Non-binary	17	19	24	27	26
Woman	780	744	770	768	759
Total	1,435	1,402	1,392	1,387	1,348

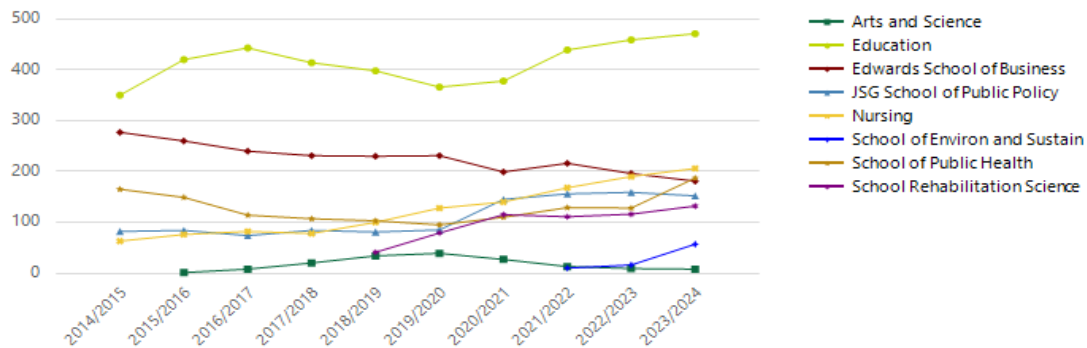
Appendix X: Project-based Master's Students by College



Appendix XI: Project-based Master's Enrollment by Gender

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Man	143	146	139	133	140
Non-binary	<5	<5	<5	<5	<5
Woman	164	167	164	164	178
Total	308	315	304	299	322

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



Appendix XIII: Course-based Master's Enrollment by Gender

Gender	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Man	338	357	395	416	440
Non-binary	<5	<5	7	7	11
Woman	682	755	840	850	943
Total	1,023	1,114	1,242	1,273	1,394

Appendix XIV: Certificate Program Enrollments

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Total	9	11	37	30	21	54	88	99	114	129

Appendix XV: Postgraduate Diploma Students by College

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

Appendix XVI: Other Programs by College

College	Program	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Agriculture & Bioresources	Joint	2		1		1	2	2			
	VRS		8	19	19	21	19	4	8	14	11
Arts and Science	Joint			2	1						
	VRS		8	20	22	38	39	12	16	21	28
Dentistry	VRS						3	3	1	1	1
Education	VRS		1	4	5	4	2	1	1	4	4
Edwards	VRS				1		1			2	2
Engineering	Joint		1	4	1		1	1	1		
	VRS		10	19	24	19	28	9	15	18	15
Graduate and Postdoc Studies	Joint		1	1	2	2	1				
	No Program (GP)				75	139	120	222	120	135	97
	No Program (GS)	138	120	137	31						
	VRS		1	1			5	2	2	2	1
JSG School of Public Policy	VRS			1	2	1	6	2	1		2
Law	VRS			1							
Medicine	Joint			1	2	2	1	1			
	VRS			9	5	4	9		1	3	7
Nursing	VRS					2	2		1	1	
Pharmacy/ Nutrition	VRS		1		4	3	3		1	4	8
School of Environ and Sustain	Joint	1	1								
	VRS		1	4	6	7	5	1	2	7	6
School of Public Health	VRS				1		1		2	2	3

Western College of Vet Med	Joint	1									
	VRS		7	6	14	11	10	3	1	5	11
Total		142	160	230	215	254	258	263	173	219	197

Appendix XVII: Total Headcount of Graduate Students by College

College	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Agriculture and Bioresources	312	316	336	327	333	339	318	338	348	337
Arts and Science	899	946	1,002	1,003	1,057	1,028	985	976	971	954
Dentistry						3	7	7	7	9
Education	549	587	623	602	610	582	591	647	652	710
Edwards School of Business	291	275	260	259	263	258	219	244	242	239
Engineering	409	431	485	504	529	507	503	478	453	413
Graduate and Postdoc Studies	213	199	242	200	236	214	299	213	213	182
JSG School of Public Policy	166	191	185	189	171	196	284	277	275	272
Kinesiology	40	50	45	46	45	42	43	49	46	40
Law	20	18	20	25	24	24	23	26	26	23
Medicine	214	211	224	216	226	239	228	229	249	265
Nursing	106	123	128	132	158	189	202	241	268	281
Pharmacy and Nutrition	76	73	78	81	84	68	63	71	77	68
School of Environ and Sustain	110	113	125	137	153	174	192	214	217	259
School of Public Health	208	195	169	170	169	145	154	174	180	252
School Rehabilitation Science	121	118	117	118	120	117	118	113	117	132
Western College of Vet Med	129	138	135	153	155	179	178	182	191	194
Total	3,863	3,984	4,174	4,162	4,333	4,304	4,407	4,479	4,532	4,630

Appendix XVIII: Credentials Awarded by Degree Program and Graduation Year

Program	2019	2020	2021	2022	2023
Degree Level Certificate	3	21	38	49	49
Master's Course	329	365	366	386	479
Master's Project	135	108	112	103	83
Master's Thesis	344	345	296	303	330
Non-Degree Level Certificate	32	44	50	46	43
PhD Thesis	156	152	147	166	165
Postgraduate Degree Specialization Certificate	2	3	1	5	2
Postgraduate Diploma	1	3	8	10	9
Total	1,002	1,041	1,018	1,068	1,160

Appendix XIX: Indigenous Enrollment by Degree Type

Degree Type	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024	
Master's Course	133	13.0%	128	11.5%	150	12.1%	185	14.5%	212	15.2%
Master's Thesis	81	5.6%	78	5.6%	83	6.0%	86	6.2%	84	6.2%
PhD Thesis	58	4.9%	60	5.0%	67	5.4%	65	5.3%	83	6.8%
Master's Project	28	9.1%	26	8.3%	28	9.2%	34	11.4%	28	8.7%
No Program Group	<5	0.8%	7	2.7%	<5	1.2%	<5	0.9%	<5	1.0%
Degree Level Certificate			<5	4.4%	<5	5.2%	9	10.5%	14	12.2%
Postgraduate Diploma	15	48.4%	5	20.8%	<5	6.9%	<5	4.3%		
Postgraduate Degree Specialization Certificate	<5	7.7%	<5	7.1%	<5	5.9%	<5	11.1%		
Total	318	7.4%	308	7.0%	336	7.5%	384	8.5%	423	9.1%

Appendix XX: International Enrollment by Degree Type

Degree Type	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024	
Master's Course	139	13.6%	153	13.7%	156	12.6%	167	13.1%	297	21.3%
Master's Thesis	576	40.1%	552	39.4%	557	40.0%	527	38.0%	535	39.7%
PhD Thesis	565	47.3%	574	47.8%	574	46.3%	567	46.6%	573	47.1%
Master's Project	140	45.5%	152	48.3%	137	45.1%	127	42.5%	164	50.9%
No Program Group	172	66.7%	145	55.1%	94	54.3%	148	67.6%	146	74.1%
Degree Level Certificate	14	51.9%	30	44.1%	17	29.3%	22	25.6%	26	22.6%
Postgraduate Diploma	15	48.4%	14	58.3%	19	65.5%	19	82.6%	21	91.3%
Non-Degree Level Certificate	9	64.3%	5	83.3%	14	58.3%	4	40.0%	5	71.4%
Total	1,630	37.9%	1,625	36.9%	1,568	35.0%	1,581	34.9%	1,767	38.2%

Appendix XXI: Top 15 Countries by Student Initial Nation

Initial Nation	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Current Yr %
Iran	189	214	230	268	294	17%
Nigeria	67	84	110	117	181	10%
India	156	137	139	131	143	8%
Bangladesh	84	77	84	98	127	7%
Ghana	67	83	67	74	123	7%
China	220	194	182	138	118	7%
Canada	186	205	147	130	115	7%
United States	135	122	113	104	83	5%
Brazil	79	65	55	54	55	3%
Pakistan	20	23	21	27	41	2%
Mexico	18	21	23	32	35	2%

Sri Lanka	22	18	20	26	33	2%
Nepal	19	20	26	26	25	1%
Colombia	15	15	13	18	23	1%
Ecuador	31	26	28	26	20	1%
Total	1,630	1,625	1,568	1,581	1,767	

Appendix XXII: 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>	<i>2023/24</i>
BECAL Paraguay	-	-	0	1	1
China Scholarship Council	27	18	15	19	12
COLCIENCIAS Colombia	0	2	2	2	2
CONACYT Mexico	4	4	4	3	2
CONICYT Chile	4	5	0	0	0
CNPq Brazil	1	0	0	0	0
EDUCAFIN Mexico	-	-	2	3	3
SENASCYT Panama	0	0	0	2	2
SENESCYT Ecuador	10	7	6	5	3
Total⁴	46	36	29	35	26

Appendix XXIII: Exchange Students by Year

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange
Applicants:	6	3	0	0	7	20
Participants:	6	2	0	0	7	20
	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange
Applicants:	0	0	1	1	0	0
Participants:	0	0	0	0	0	0

Appendix XXIV: Postdoctoral Scholars by Department

Department	2022/2023	2023/2024
Agricultural and Resource Economics	1	1
Agricultural and Resource Economics	0	2
Anatomy, Physiology and Pharmacology	4	5
Animal & Poultry Science	5	4

⁴ CGPS began fully tracking externally funded student data in the 2019/2020 academic year.

Biochemistry, Microbiology, Immunology	11	10
Biology	10	12
Canadian Centre for Health and Safety in Agriculture	1	1
Canadian Centre for Rural and Agricultural Health	0	1
Cancer Cluster	1	1
Centre for Forensic Behavioral Sciences and Justice Studies	3	3
Chemical & Biological Engineering	19	21
Chemistry	6	8
Civil & Geological Engineering	2	4
Community Health & Epidemiology	6	7
Computer Science	14	17
Curriculum Studies	1	2
Dentistry	5	2
Educational Administration	2	2
Educational Foundations	1	1
Electrical & Computer Engineering	12	8
Finance and Management Sciences	0	1
Food & Bioproduct Sciences	9	11
Geography and Planning	15	10
Geological Sciences	12	11
Global Institute for Food Security	12	14
Global Institute for Water Security	10	6
History	4	8
Indigenous Studies	1	1
Johnson-Shoyama Graduate School of Public Policy	7	7
Kinesiology	1	1
Large Animal Clinical Sciences	6	4
Mathematics & Statistics	6	7
Mechanical Engineering	9	9
Medical Imaging	4	4
Medicine	3	3
Nursing	0	1
Oncology	3	1
Pathology and Laboratory Medicine	2	1
Pharmacy & Nutrition	9	8
Physics & Engineering Physics	10	11
Plant Sciences	20	21
Psychology	1	0
School of Environment and Sustainability	15	9
School of Professional Development - College of Engineering	1	1
School of Public Health	2	2
School of Rehabilitation Science	4	2

Sociology	3	1
Soil Science	6	5
Surgery	1	1
Toxicology	6	4
Veterinary Biomedical Sciences	7	9
Veterinary Microbiology	3	3
Veterinary Pathology	6	9
VIDO	22	24
Total	324	322

Appendix XXV: 2023/2024 Active CGPS Funding by Type and College⁵

College	Dean's Scholarship Program (legacy)		Dean's Doctoral Scholars - Domestic \$24K	Dean's Doctoral Scholars - International \$24K	IGLA Master's \$16K	IGLA PhD \$20k	TSDf \$15,000
	M	PhD					
Agriculture and Bioresources			1		1		2
Arts and Science	11	19	3	3	4	2	17
Dentistry							
Education					1	3	
Edwards School of Business							
Engineering	1	4				1	3
Graduate and Postdoc Studies			1	1			1
JSG School of Public Policy		3				1	1
Kinesiology	1	4	1				1
Law							
Medicine (including SRS)	3	8		1			2
Nursing			1				
Pharmacy and Nutrition		1		3			1
School of Environ and Sustain		1					2
School of Public Health	1						
Western College of Vet Med		4	3	2			

⁵ 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 awards	17	44	10	10	6	6	30
-------------------------------	-----------	-----------	-----------	-----------	----------	----------	-----------

Appendix XXVI: Active Tri-Council Student Awards by College in 2023/2024

<i>College</i>	<i>Banting PDF</i>	<i>Vanier PhD \$50K/ yr</i>	<i>CIHR CGSD \$35K/ yr</i>	<i>CIHR CGSM \$17,500 K/ yr</i>	<i>NSERC CGSD \$35K/ yr</i>	<i>NSERC PGSD \$21K/ yr</i>	<i>NSERC CGSM \$17,500 K/ yr</i>	<i>SSHRC CGSD \$35K/ yr</i>	<i>SSHRC D-D4 \$20K/ yr</i>	<i>SHRC CGSM \$17,500 K/ yr</i>
Agriculture and Bioresources						4	2			
Arts and Science	2	1			8	3	16	12	14	28
Dentistry										
Education		2							1	4
Edwards School of Business										
Engineering		2			3	1	6			
Graduate and Postdoc Studies		1			1					
JSG School of Public Policy								1		
Kinesiology				2				1	2	
Law										1
Medicine (including SRS)			3	8	2	3	2			1
Nursing			1	1						
Pharmacy and Nutrition				3						1
School of Environ and Sustain		1			4			2		
School of Public Health										
Western College of Vet Med		1			1	1	1			
Total number	4	8	4	14	19	12	27	16	17	35

Appendix XXVII: Tri-Agency Success Rates

	2021/2022	2022/2023	2023/2024
SSHRC CGS-D			
USask quota success (overall success)	31% (19%)	50% (20%)	89% (30%)
USask quota (total applications)	23 (37)	23 (51)	17 (49)
NSERC CGS-D			
USask quota success (overall success)	40% (26%)	33% (24%)	52% (35%)
USask quota (total applications)	20 (31)	18 (26)	19 (29)
CIHR CGS-D			

USask quota success (overall success)	20% (7%)	28% (28%)	0% (0%)
USask quota (total applications)	5 (14)	7 (7)	4 (10)

Appendix XXVIII – Complete list of graduate programs

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 LLM
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.	Management M.Sc.
Biochemistry, Microbiology and Immunology M.Sc., Ph.D.	Marketing M.Sc.
Biological Engineering P.G.D., M. Eng., M.Sc., Ph.D.	Mathematics M.Math., M.Sc., Ph.D.
Biology M.Sc., Ph.D.	Mechanical Engineering P.G.D., M.Eng., M.Sc., Ph.D.
Biomedical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Music M.Mus., M.A.
Biostatistics M.Sc., Ph.D.	Music Education M.Mus.
Business Administration M.B.A.	Nursing M.N., M.N., N.P, Ph.D., P.G.D.S.
Chemical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Nutrition M.Sc., Ph.D.
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 M.P.A.
Economic Analysis for Public Policy G.Cert.	Public Health Ph.D.
Economics P.G.D., M.A.	Public Health M.P.H.
Education, cross-departmental Ph.D.	Public Management G.Cert.
Educational Administration P.G.D., M.Ed., Ph.D.	Public Policy M.P.P., Ph.D.
Educational Foundations P.G.D., M.Ed.	Public Policy Analysis G.Cert.
Educational Leadership Ed.D.	Quality Teaching in Health Professions Education G.Cert.
Educational Psychology and Special Education M.Ed.	Religion and Culture M.A.
Educational Technology and Design M.Ed.	Scholarship of Teaching and Learning MSoTL, G.Cert.
Electrical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	Science and Innovation Policy G.Cert
Energy Transitions G.Cert.	Small Animal Clinical Sciences M.Vet.Sc., M.Sc., Ph.D.
English M.A., Ph.D.	Small Animal Rotating Veterinary Internship G.Cert.
Environment and Sustainability M.E.S., Ph.D.	Small Animal Specialty Veterinary Internship G.Cert.
Environmental Planning G.Cert.	Social Economy, Cooperatives, and the Non-Profit Sector G.Cert

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

Appendix XXIX – 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.

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.