

BE WHAT THE WORLD NEEDS

2021-2022 Graduate Student & Postdoctoral Scholar Report

March 1, 2023



UNIVERSITY OF SASKATCHEWAN
College of Graduate
and Postdoctoral Studies
GRAD.USASK.CA

Contents

2021/2022 ACADEMIC YEAR ENROLLMENT REPORT	4
GRADUATE PROGRAM APPLICATIONS	5
GRADUATE ENROLLMENT BY DEGREE TYPE.....	7
OVERALL ENROLLMENT BY GENDER.....	8
DOCTORAL DEGREE ENROLLMENT.....	8
THESIS-BASED MASTER’S ENROLLMENT	10
PROJECT-BASED MASTER’S ENROLLMENT.....	12
COURSE-BASED MASTER’S ENROLLMENT	14
CERTIFICATE ENROLLMENT.....	15
POSTGRADUATE DIPLOMA ENROLLMENT.....	15
OTHER GRADUATE ENROLLMENT	16
GRADUATE STUDENT POPULATION AS COMPARED TO TOTAL STUDENT HEADCOUNTS	17
TIME TO COMPLETION	18
WITHDRAWALS AND REQUIREMENTS TO DISCONTINUE	20
CREDENTIALS AWARDED.....	20
INDIGENOUS STUDENT ENROLLMENT.....	21
INTERNATIONAL STUDENT ENROLLMENT	22
EXTERNALLY-FUNDED INTERNATIONAL STUDENTS	24
EXCHANGE STUDENTS	25
POSTDOCTORAL SCHOLARS	26
GRADUATE STUDENT FUNDING.....	28
APPENDIX I – GRADUATE PROGRAMS.....	1
APPENDIX II – NEWLY-APPROVED GRADUATE PROGRAMS BY YEAR	4

List of Figures

Figure 1: Average Entrance GPA of Admitted Graduate Students by Term	6
Figure 2: Graduate Enrollment by Degree Type	7
Figure 3: Doctoral Students by College (with >75 doctoral students)	9
Figure 4: Doctoral Students by College (with < 75 doctoral students)	9
Figure 5: Thesis-based Master's Degrees by College (with >60 master's students)	11
Figure 6: Thesis-based Master's Degrees by College (with <60 master's students)	11
Figure 7: Project-based Master's Students by College	12
Figure 8: Course-based Master's Students by College	14
Figure 9: Completion Time of Graduate Students by year	19
Figure 10: Indigenous Enrollment by Degree Type	22

List of Tables

Table 1: Graduate Program Applications by College	5
Table 2: Total Enrollment by Gender	8
Table 3: Total Enrollment by Gender as Percentage of Total	8
Table 4: Doctoral Enrollment by Gender	10
Table 5: Doctoral Enrollment by Gender as Percentage of Total	10
Table 6: Thesis-based Master's Enrollment by Gender	11
Table 7: Thesis-based Master's Enrollment by Gender as Percentage of Total	12
Table 8: Project-based Master's Enrollment by Gender	13
Table 9: Project-based Master's Enrollment by Gender as Percentage of Total	13
Table 10: Course-based Master's Enrollment by Gender	14
Table 11: Course-based Master's Enrollment by Gender as Percentage of Total	15
Table 12: Certificate Program Enrollments	15
Table 13: Postgraduate Diploma Students by College	15
Table 14: Other Programs by College	16
Table 15: Total Headcount of Graduate Students by College	17
Table 16: Median Completion Time in Terms by Degree Program	19
Table 17: Credentials Awarded by Degree Program and Graduation Year	20
Table 18: Indigenous Enrollment by Degree Type	21
Table 19: International Enrollment by Degree Type	22
Table 20: Top 15 Countries by Student Citizenship	23
Table 21: Top 15 Countries by Student Initial Nation	24
Table 22: External Scholarship Students by Funding Agency	25
Table 23: Exchange Students by Year	25
Table 24: Postdoctoral Scholars by Department	26

Table 25: 2021/2022 Active CGPS Funding by Type and College 28
Table 26: Active Tri-Council Student Awards by College in 2021/2022..... 29
Table 27: New Major Awards & Scholarships by Year 30

2021/2022 Academic Year Enrollment Report

2021-2022 Enrollment Report *at a glance*

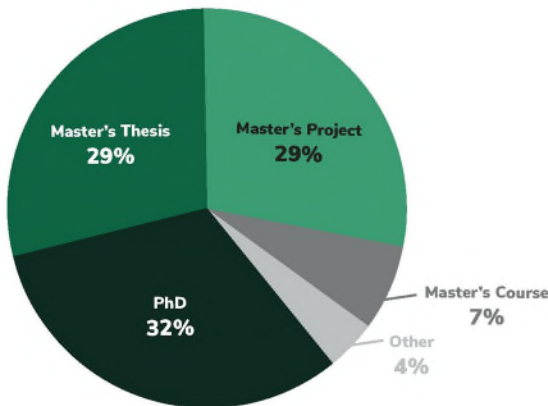
Over **17%** of Usask students are grad students



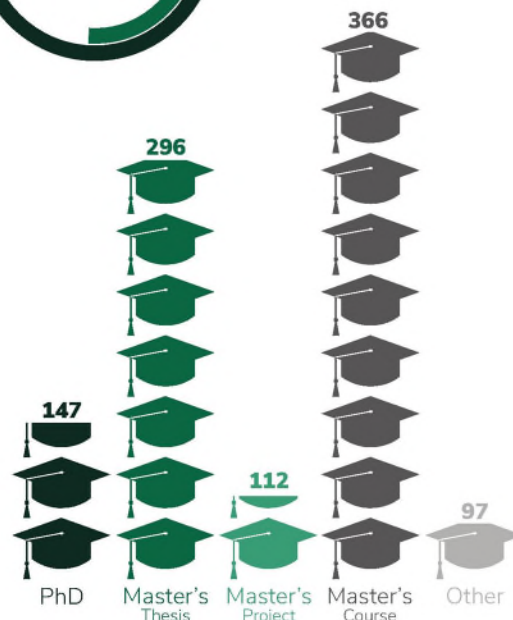
Average time to completion

- PhD 6 years
- Master's Thesis 4 years
- Master's Project 2 years
- Master's Course 3 years

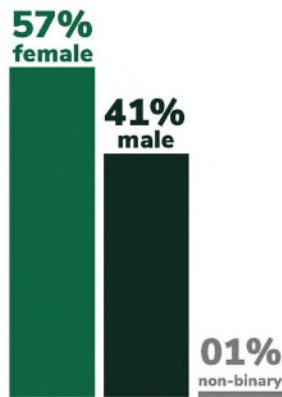
10,263 applications
4,473 students enrolled
1,018 credentials awarded
248 postdoctoral scholars



Enrollment by program type



Credentials awarded by program type



Enrollment by gender



Over **7%** of students self-declare as Indigenous

Indigenous PhD enrollment **increased by 51%***
 Master's thesis enrollment **increased by 14%***



35% of students are international

The top three countries by student citizenship are **Iran** (16%), **China** (14%), and **India** (10%).

*between 2016/2017 and 2021/2022

Forward

This report is the second iteration of the Graduate Student & Postdoctoral Scholars Report to be shared with CGPS Faculty Council.

The report provides data on the make-up and outcomes of the graduate student body drawn from the University Data Warehouse (UDW). This year we introduced information on postdoctoral scholars and on scholarship funding administered through CGPS.

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

If you have questions or feedback, please contact Marc Usunier (marc.usunier@usask.ca).

Graduate Program Applications

There has been steady growth in the number of applications received over the past 5 years. Over 10,200 complete applications were submitted to graduate programs at USask for the 2021/2022 academic year – a 2% increase over 2020/2021 numbers. As illustrated in Table 1, almost 50% of colleges saw some increase in application numbers. Overall in 2021/2022, 16% of students who submitted a complete application were offered admission. 15.8% of those who submitted completed applications enrolled (98% of those offered admission). The application numbers underrepresent the true applicant pressure because many thesis programs require an applicant to secure a supervisor prior to applying, creating a near 100% acceptance rate among those who complete the application, and supporting the conversion rate of offers of admission to registered students.

Table 1: Graduate Program Applications by College

College	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Agriculture and Bioresources	517	694	724	777	657
Arts and Science	1,911	1,977	2,207	2,347	2,319
Dentistry ¹	-	3	46	46	46
Education	746	931	798	1,005	1,238
Edwards School of Business	493	555	551	656	851
Engineering	1,173	1,198	1,009	1,067	876
Graduate and Postdoc Studies ²	236	223	295	481	328
JSG School of Public Policy	634	589	791	1,126	1,156

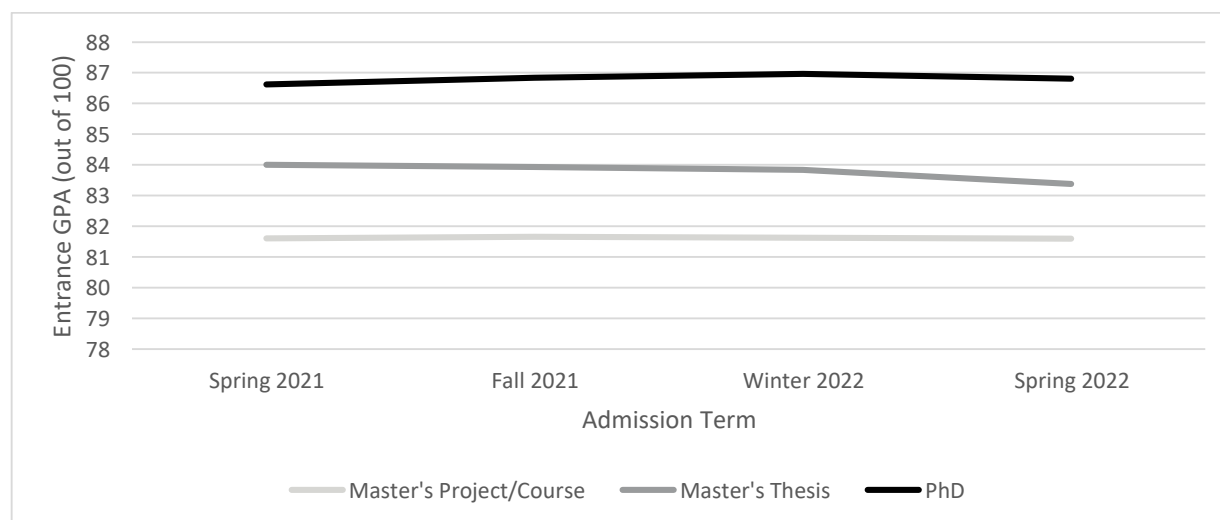
¹ The College of Dentistry began offering graduate-level programming in the 2019/2020 academic year.

² CGPS programs include Applied Economics, Interdisciplinary Studies, Non-Degree, Special Case, Toxicology, and Visiting Research Student.

Kinesiology	37	47	40	37	38
Law	151	177	173	209	242
Medicine (including SRS)	503	605	572	581	468
Nursing	176	207	224	251	165
Pharmacy and Nutrition	147	146	149	161	206
School of Environ and Sustain	385	442	376	516	363
School of Public Health	776	714	435	685	940
Western College of Vet Med	94	100	105	110	119
No College Designated	1	-	-	-	251
Total	7,980	8,605	8,452	10,055	10,263

As application numbers have increased, the average entrance GPA of admitted graduate students has remained relatively stable. For students beginning in the 2021/2022 academic year, the average entrance GPA of students entering a Master's project- or course-based program was 81.6, for a Master's thesis-based program 83.8, and for a PhD program 86.8. The average entrance GPA trends are provided in Figure 1 below.³

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

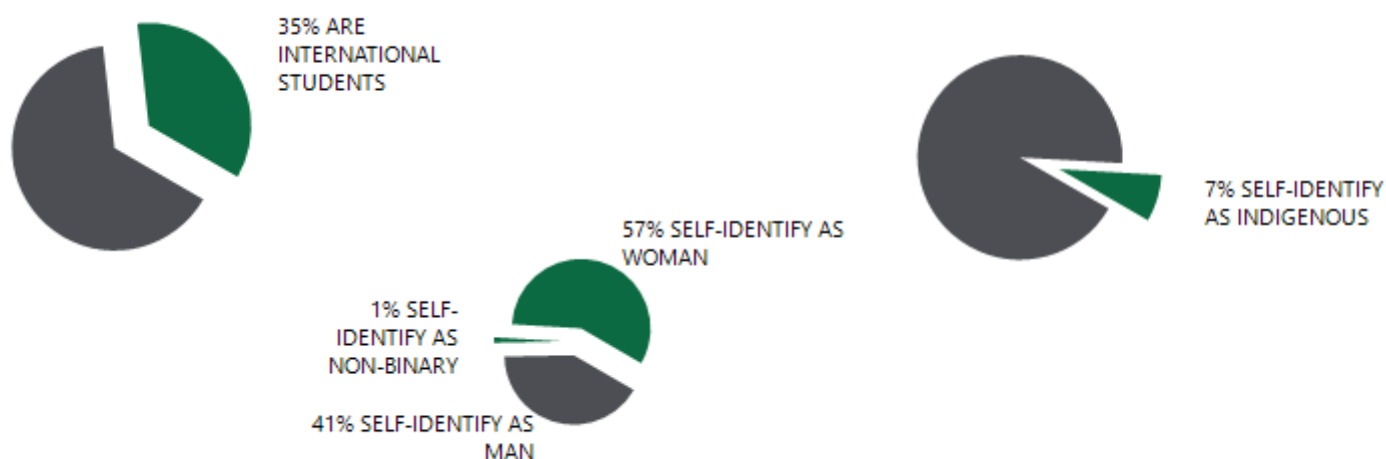
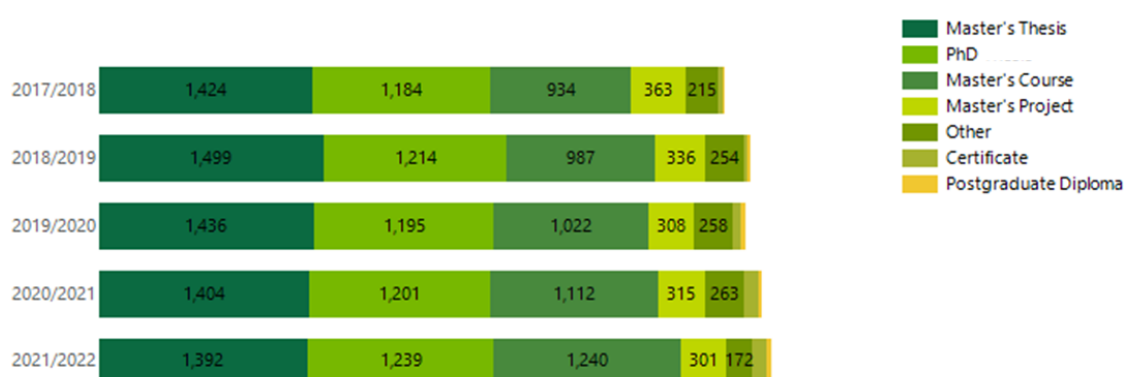


³ Entrance GPA recording methods transitioned to the new RMS Recruit system for most students beginning programs in Spring 2021 or later. As such, historical comparisons are difficult, however, this data will serve as a baseline for future comparisons.

Graduate Enrollment by Degree Type

Graduate Enrollment remained strong and stable across the institution’s 48 PhD, 72 Master’s thesis, 27 Master’s Project, 19 Master’s Course, 10 Post Graduate Diplomas, and 23 Graduate Certificate programs.⁴ As outlined in Figure 2, between the 2017/18 and 2021/22 academic years, the annual number of students enrolled in graduate programs increased to 4,473 students. This includes a 5% increase in the number of PhD students and a 33% increase in the number of students pursuing course-based master’s programs. Enrollment growth in course-based master’s programs in the last two years has been particularly robust. Students enrolled in master’s thesis programs again comprise the largest subset of the overall graduate student population.

Figure 2: Graduate Enrollment by Degree Type



⁴ See Appendix I for a full listing of graduate programs.

Overall Enrollment by Gender

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

The number of graduate students who identify as women has increased in recent years, as has their proportion of the overall student population. As depicted in Table 2 and 3, there were 2,567 students who identified as women (comprising 57% of the total graduate student population) in the 2021/2022 year, compared to 2,249 (54%) in 2016/2017. The number of students identifying as non-binary peaked in 2018/2019, both in terms of absolute numbers and percentage of overall Enrollment but has been flat for the last two years.

Table 2: Total Enrollment by Gender

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	1,850	1,903	1,865	1,899	1,850
Non-binary	62	77	74	56	56
Woman	2,250	2,353	2,365	2,452	2,567
Total	4,162	4,333	4,304	4,407	4,473

Table 3: Total Enrollment by Gender as Percentage of Total

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	44.4%	43.9%	43.3%	43.1%	41.4%
Non-binary	1.5%	1.8%	1.7%	1.3%	1.3%
Woman	54.1%	54.3%	54.9%	55.6%	57.4%

Doctoral Degree Enrollment

As noted above, doctoral degree Enrollments overall have increased steadily in recent years. Figures 3 and 4 provide further details on doctoral degree enrollment. Education, Engineering, and the Western

College of Veterinary Medicine have seen particularly robust growth in doctoral programming between 2015/2016 and 2018/2019 but this has plateaued in recent years. Arts and Science saw a recovery in 2021/2022 from a decline in PhD enrollments in 2020/2021. Many factors influence enrollment patterns, and the pandemic may have directly affected delays in times to complete, and/or fewer acceptances and students beginning new programs.

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

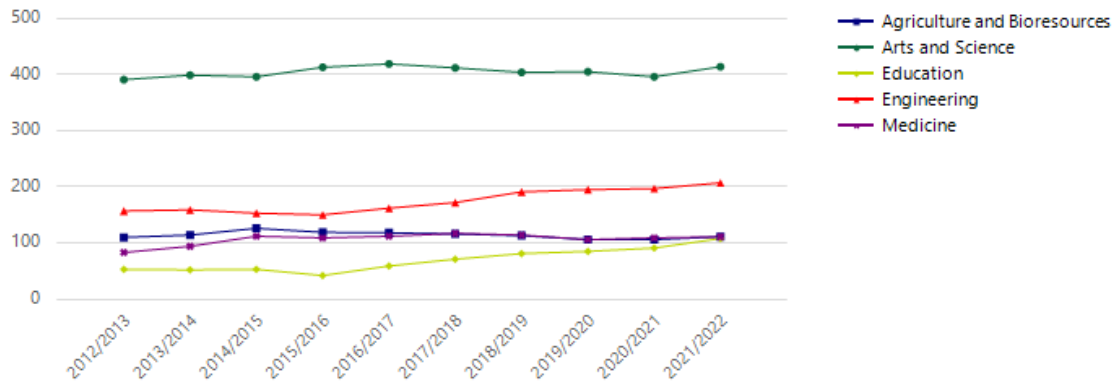
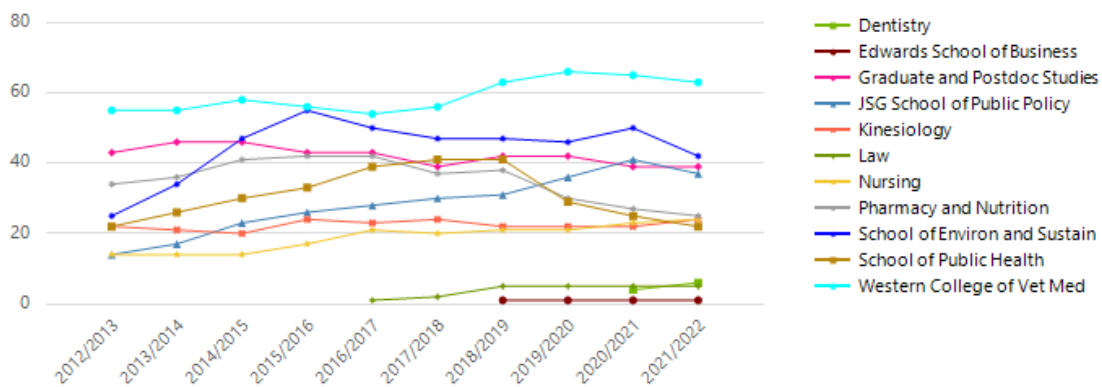


Figure 4: Doctoral Students by College (with < 75 doctoral students)



Tables 4 and 5 highlight how the gender identity of enrolled doctoral students has shifted within the last 5 years. The number of students who identify as women has steadily increased, while the number of those who identify as men has slightly decreased. Overall, women now comprise 50.2% of doctoral Enrollment, men 49.2%. Both the number and percentage of students who identify as non-binary has remained relatively constant.

Table 4: Doctoral Enrollment by Gender

<i>Gender</i>	<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>
Man	633	639	619	600	610
Non-binary	6	6	7	6	7
Woman	545	569	569	595	622
Total	1,184	1,214	1,195	1,201	1,239

Table 5: Doctoral Enrollment by Gender as Percentage of Total

<i>Gender</i>	<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>
Man	53.5%	52.6%	51.8%	50.0%	49.2%
Non-binary	0.5%	0.5%	0.6%	0.5%	0.6%
Woman	46.0%	46.9%	47.6%	49.5%	50.2%

Thesis-based Master's Enrollment

Enrollment in thesis-based Master's programs overall dropped slightly again for the third consecutive year, representing a 1% decrease compared to 2020/2021. Figures 5 and 6 provide further details of thesis-based Enrollment by college.

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

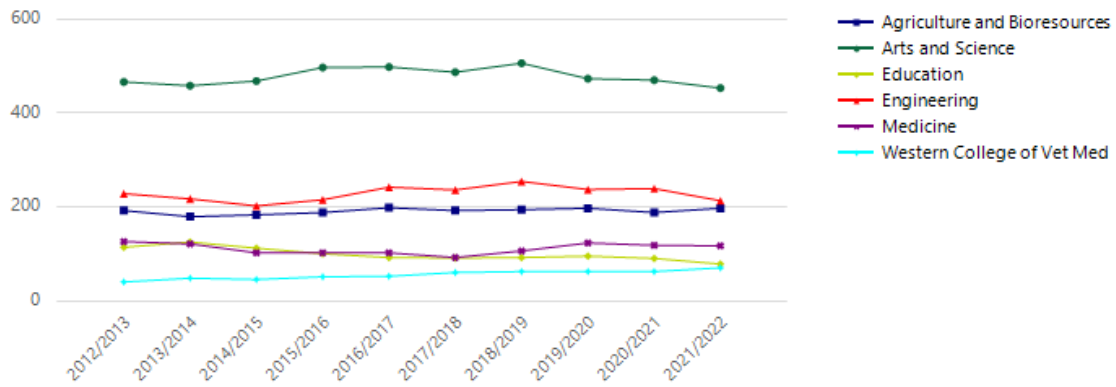
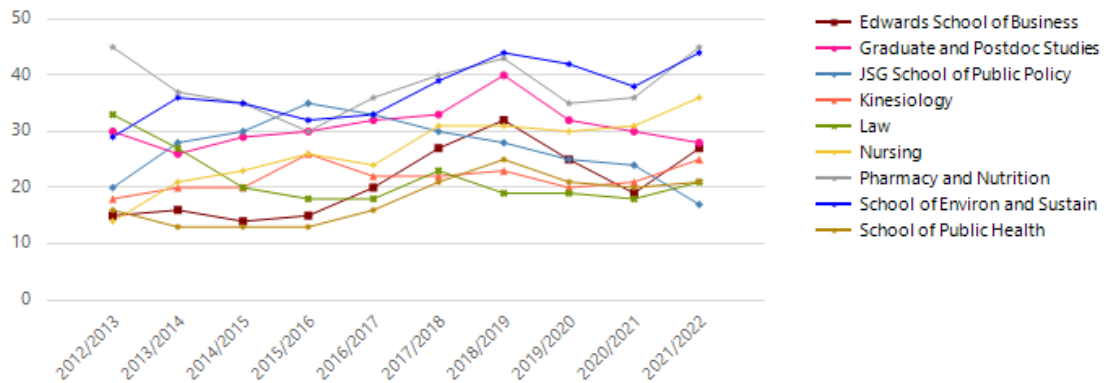


Figure 6: Thesis-based Master's Degrees by College (with <60 master's students)



Overall, as highlighted in Tables 6 and 7, thesis-based master's programs have seen slight declines in the number of students who identify as men and corresponding increases in the number of students who identify as women. Women now comprise 53.5% of master's thesis-based students, men 45.8%. The percentage of students who identify as non-binary has increased slightly.

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

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	688	698	639	640	598
Non-binary	9	11	12	18	22
Woman	727	790	785	746	772
Total	1,424	1,499	1,436	1,404	1,392

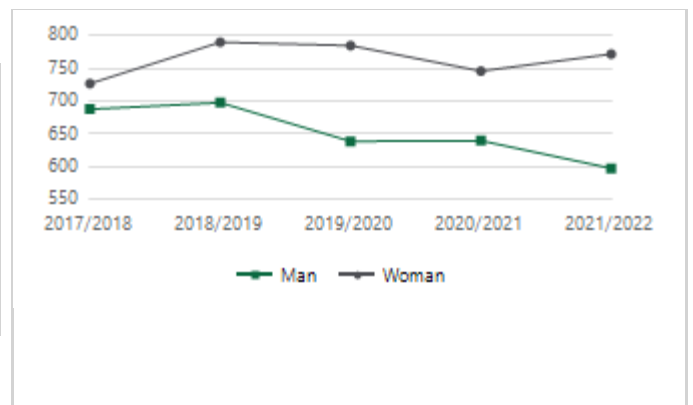
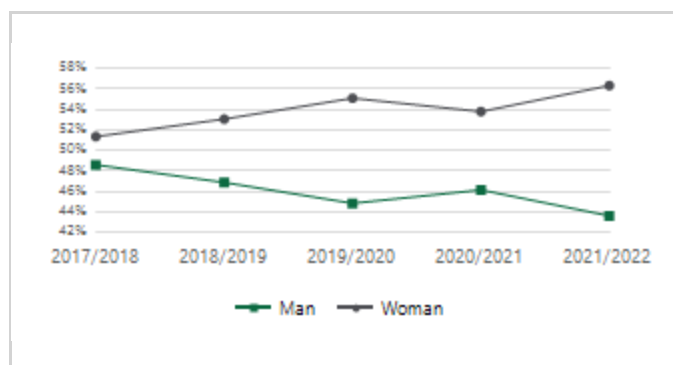


Table 7: Thesis-based Master's Enrollment by Gender as Percentage of Total

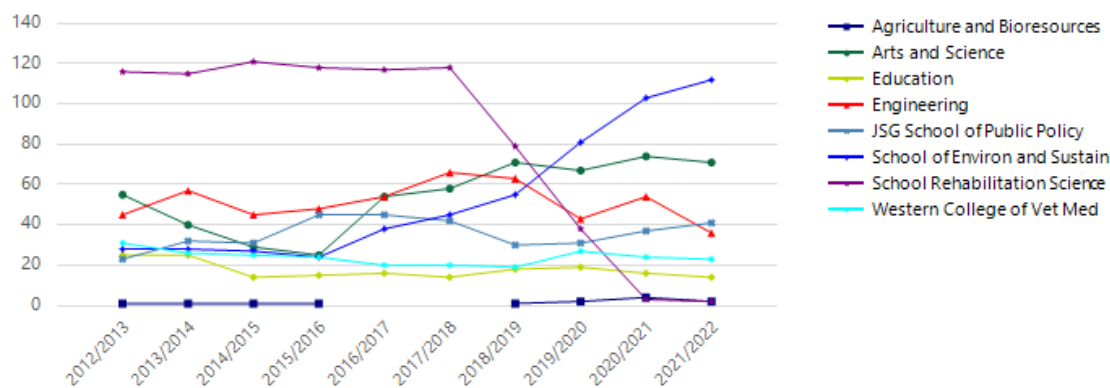
Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	48.3%	46.6%	44.5%	45.6%	43.0%
Non-binary	0.6%	0.7%	0.8%	1.3%	1.6%
Woman	51.1%	52.7%	54.7%	53.1%	55.5%



Project-based Master's Enrollment

Enrollment in master's project-based programs decreased slightly in 2021/2022 by 4%, compared to 2020/2021. Figure 7 highlights the continued growth in project-based Enrollments in SENS. The apparent sharp decline in project-based students in the School of Rehabilitation Science (concurrent to an equal increase in course-based students) beginning in the 2018/2019 year is the result of a change in the classification of the MPT program from project-based to course-based.

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



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

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

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	167	172	142	146	139
Non-binary	1	1	2	3	2
Woman	195	163	164	166	160
Total	363	336	308	315	301

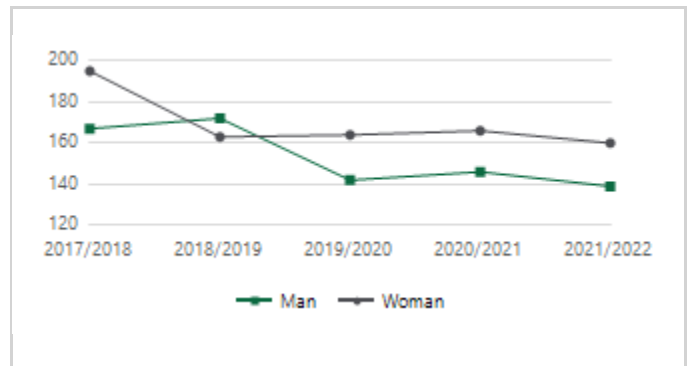
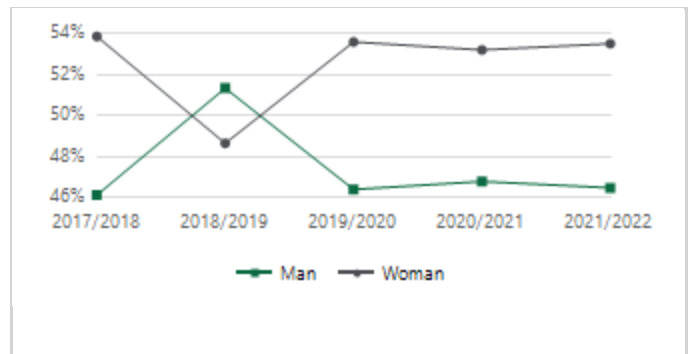


Table 9: Project-based Master's Enrollment by Gender as Percentage of Total

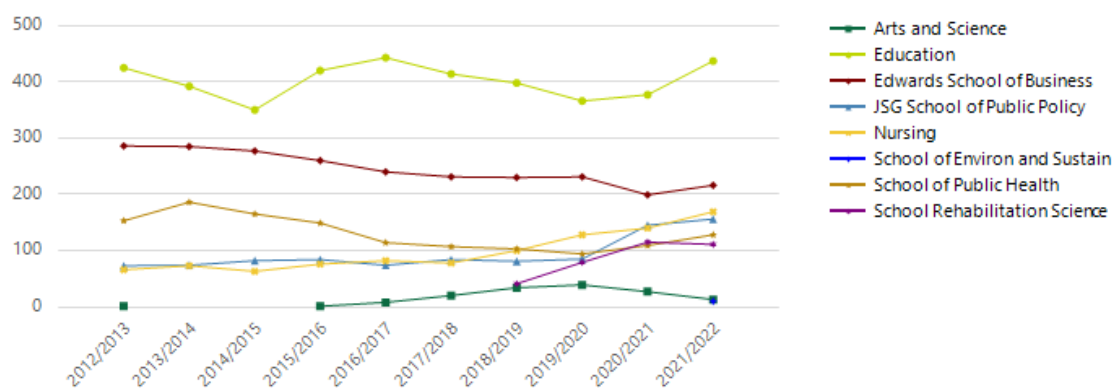
Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	46.0%	51.2%	46.1%	46.3%	46.2%
Non-binary	0.3%	0.3%	0.6%	1.0%	0.7%
Woman	53.7%	48.5%	53.2%	52.7%	53.2%



Course-based Master's Enrollment

Course-based Master's Enrollments significantly increased between 2017/2018 and 2020/2021. The 2021/2022 academic year saw another increase – an 11.5% growth in course-based Enrollments compared to 2020/2021. As Figure 8 depicts, this was largely led by growth in course-based programs in the Colleges of Education and Nursing.

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



Despite the recent increases in students pursuing course-based master's programs, the gender distribution has remained relatively consistent. As indicated in Tables 10 and 11, women comprise 67.8% of course-based enrollments, men 31.7%. The percentage of students who identify as non-binary increased slightly over the past year to 0.5%.

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

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	277	307	339	356	393
Non-binary	<5	<5	<5	<5	6
Woman	656	677	682	755	841
Total	934	987	1,022	1,112	1,240

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

Gender	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Man	29.7%	31.1%	33.2%	32.0%	31.7%
Non-binary	0.1%	0.3%	0.1%	0.1%	0.5%
Woman	70.2%	68.6%	66.7%	67.9%	67.8%

Certificate Enrollment

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

Table 12: Certificate Program Enrollments

College	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Total	5	5	9	11	37	30	21	54	88	99

Postgraduate Diploma Enrollment

Overall, postgraduate diploma (PDG) Enrollments have shown a slight increase in the past year. As Table 13 illustrates, followed by a significant dip in 2016/2017, Enrollments have recovered somewhat, largely driven by PGD programs in the Colleges of Agriculture and Bioresources.

Table 13: Postgraduate Diploma Students by College

College	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Agriculture and Bioresources	4						3	13	14	20
Arts and Science			3							1
Education	14	17	20	9	9	7	17	15	7	4
Engineering	2	5	9	7	4	5	2	3	3	5
Total	20	22	32	16	13	12	22	31	24	30

Other Graduate Enrollment

Joint Student and Visiting Research Student Enrollment declined again in 2021/2022 as a result of pandemic travel restrictions (see Table 14). As travel restrictions continue to ease and study permit processing backlogs (where applicable) are resolved we anticipate that these numbers will return to pre-pandemic levels.

Table 14: Other Programs by College

College	Program	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Agriculture and Bioresources	Joint Student Program	1	2	2		1		1	2	2	
	Visiting Research - Grad				8	19	19	21	19	4	8
Arts and Science	Joint Student Program	3	3			2	1				
	Visiting Research - Grad				8	20	22	38	39	12	18
Dentistry	Visiting Research - Grad								3	3	1
Education	Visiting Research - Grad				1	4	5	4	2	1	1
Edwards School of Business	Visiting Research - Grad						1		1		1
Engineering	Joint Student Program	1	2		1	4	1		1	1	1
	Visiting Research - Grad				10	19	24	19	28	9	12
Graduate and Postdoc Studies	Joint Student Program		1		1	1	2	2	1		
	No Program (GP)						75	139	120	222	119
	No Program (GS)	111	107	138	120	136	31				
	Visiting Research - Grad				1	1			5	2	2
JSG School of Public Policy	Visiting Research - Grad					1	2	1	6	2	1
Law	Visiting Research - Grad					1					
Medicine	Joint Student Program		1			1	2	2	1	1	
	Visiting Research - Grad					9	5	4	9		1
Nursing	Visiting Research - Grad							2	2		1
Pharmacy and Nutrition	Visiting Research - Grad				1		4	3	3		1

School of Environ and Sustain	Joint Student Program	2	1	1	1						
	Visiting Research - Grad				1	4	6	7	5	1	2
School of Public Health	Visiting Research - Grad						1		1		2
Western College of Vet Med	Joint Student Program		3	1							
	Visiting Research - Grad				7	6	14	11	10	3	1
Total		118	120	142	160	229	215	254	258	263	172

Graduate student population as compared to total student headcounts

In 2021/2022, the graduate student population remained at 17% of the total USask student population. The percentage of graduate students enrolled at the university has been relatively stable over the past ten years despite the greater than 7% growth in overall Enrollment. College-level graduate student headcounts are provided in Table 15. Both the College of Nursing and Western College of Veterinary Medicine have seen a 6% increase in the percentage of graduate students in their respective colleges as compared to overall Enrollment.

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

Table 15: Total Headcount of Graduate Students by College

College	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total
Agriculture and Bioresources	308	296	312	316	336	327	333	339	318	338
Arts and Science	917	902	899	946	1,002	1,003	1,057	1,028	985	975
Dentistry								3	7	7
Education	631	611	549	587	623	602	610	582	591	647
Edwards School of Business	301	301	291	275	260	259	263	258	219	245
Engineering	433	440	409	431	485	504	529	507	503	474
Graduate and Postdoc Studies	184	180	213	199	241	200	236	214	299	213
JSG School of Public Policy	130	151	166	191	185	189	171	196	284	276
Kinesiology	40	41	40	50	45	46	45	42	43	49
Law	33	27	20	18	20	25	24	24	23	26
Medicine	209	216	214	211	224	216	226	239	228	229

Nursing	98	111	106	123	128	132	158	189	202	241
Pharmacy and Nutrition	79	73	76	73	78	81	84	68	63	71
School of Environ and Sustain	84	99	110	113	125	137	153	174	192	214
School of Public Health	191	225	208	195	169	170	169	145	154	173
School Rehabilitation Science	116	115	121	118	117	118	120	117	118	113
Western College of Vet Med	126	132	129	138	135	153	155	179	178	182
Total	3,880	3,920	3,863	3,984	4,173	4,162	4,333	4,304	4,407	4,473

Time to Completion

The median time to completion⁵ for students enrolled in graduate programs at USask has been relatively stable over the last 7 years with some fluctuation for Master’s project and PhD students in recent years as shown in Table 16. The impact of pandemic disruptions should be best revealed by changes to the time to completion as cohorts of students move through the system.

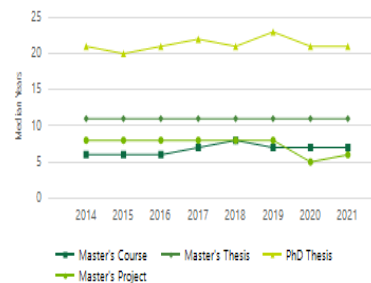
The completion time for students who finished course-based and thesis-based master’s programs has held steady at 7 and eleven terms respectively in recent years. The completion time for students in project-based Master’s program has decline in the last two years after having been stable for the previous 6 years. The median time to completion for PhD students peaked in 2019 at 23 terms and returned to 21 terms in 2020 and 2021.⁶

⁵ 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).

⁶ Time in program for a student who begins in a Master’s program and transfers to a PhD is calculated from the first term of enrollment in the Master’s program to the term the final PhD thesis is submitted.

Table 16: Median Completion Time in Terms by Degree Program

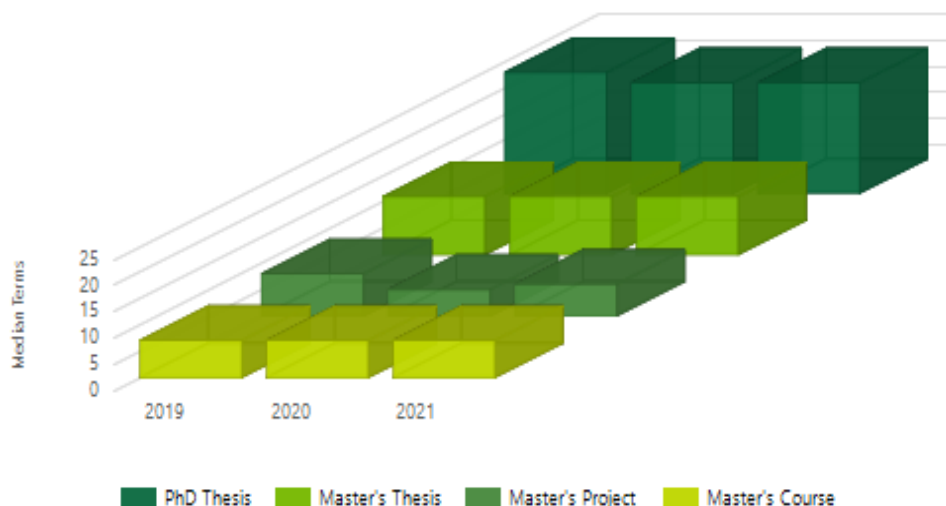
Graduation Year	Master's Course	Master's Project	Master's Thesis	PhD
2014	6	8	11	21
2015	6	8	11	20
2016	6	8	11	21
2017	7	8	11	22
2018	8	8	11	21
2019	7	8	11	23
2020	7	5	11	21
2021	7	6	11	21



There is value in examining trends in the median time to completion over time and such analysis may reveal the impact of the pandemic on students in the years to come. However, the medians do not provide enough information to understand what contributes to the length of the degrees. For example, there is considerable variation in the design of master’s programs with program lengths ranging from 1 (3 terms) to 3 years (9 terms) of full-time study, but the vast majority of these programs are designed to be finished in 2 years (6 terms). We assume that many course-based programs are pursued part-time by working professionals and so longer times in program are also expected.

The median is a better value to compare than an average (mean) which can be skewed by a few students who are in their program for a very long time. Figure 9 provides a comparison of median times to completion of PhD, Master’s Thesis, Master’s Project, and Master’s Course programs by term for the last three years (each year has 3 terms - Fall, Winter, and Spring/Summer).

Figure 9: Completion Time of Graduate Students by year



Withdrawals and Requirements to Discontinue

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

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

Credentials Awarded

The total number of graduate-level credentials awarded in 2017 compared to 2021 increased by 6.2% - overall enrollment increased by 7.5% during the same time period. The relative number of students completing PhD degrees year over year has remained constant, while the number of students completing course-based Master’s programs has increased slightly. The total number of graduate-level credentials awarded in 2021 was slightly less than in 2020. As Table 17 highlights, the number students completing degree level and non-degree level graduate certificates continues to increase.

Table 17: Credentials Awarded by Degree Program and Graduation Year

<i>Program</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>
Degree Level Certificate	6	7	3	21	38
Master's Course	338	320	329	365	366
Master's Project	121	135	135	108	112
Master's Thesis	315	330	344	345	296
Non-Degree Level Certificate	31	32	32	44	50
PhD	145	169	156	152	147
Postgraduate Degree Specialization Certificate	2		2	3	1
Postgraduate Diploma			1	3	8
Total	958	993	1,002	1,041	1,018

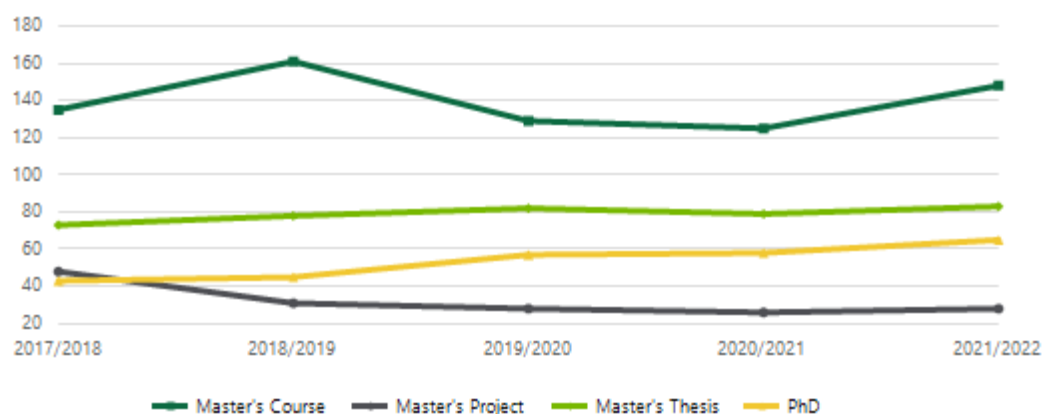
Indigenous Student Enrollment

Indigenous graduate student Enrollment overall remained relatively flat between 2016/2017 and 2021/2022. Table 18 and Figure 10 provide Indigenous enrollment detail by degree type. Indigenous student Enrollment in course-based Master’s programs, despite a significant one-time increase in the 2018/2019 year, was stable. The one-time increase in 2018/2019 was in part the result of a special cohort of students from Onion Lake Cree Nation beginning in Educational Administration. The number of Indigenous PhD students enrolled at USask increased by 51% between 2017/2018 and 2021/2022. Master’s thesis Enrollment also increased by 13.7% in the same period. The increases in PhD and Master’s thesis Enrollment helped to offset a 41.7% drop in project-based Master’s Enrollment during the same five-year reporting period. PhD student Enrollment was especially bolstered by growth in both the Colleges of Arts and Science and Education. Between 2017/2018 and 2021/2022, Indigenous PhD student Enrollment doubled in Arts and Science. Education saw a 85.7% increase during that same time period. At 7.4%, we have work to do to achieve the USask enrollment goal of 10% Indigenous students by 2025. The Indigenous population in the province overall was 17% in 2021 (StatsCan).

Table 18: Indigenous Enrollment by Degree Type

<i>Degree Type</i>	<i>2017/2018</i>		<i>2018/2019</i>		<i>2019/2020</i>		<i>2020/2021</i>		<i>2021/2022</i>	
Master's Thesis	73	5.1%	78	5.2%	82	5.7%	79	5.6%	83	6.0%
Master's Course	135	14.5%	161	16.3%	129	12.6%	125	11.2%	148	11.9%
PhD	43	3.6%	45	3.7%	57	4.8%	58	4.8%	65	5.2%
Master's Project	48	13.2%	31	9.2%	28	9.1%	26	8.3%	28	9.3%
No Program Group	6	2.8%	2	0.8%	2	0.8%	7	2.7%	2	1.2%
Degree Level Certificate	0	0.0%		NaN	0	0.0%	3	4.4%	3	5.2%
Postgraduate Diploma	3	25.0%	16	72.7%	15	48.4%	5	20.8%	2	6.7%
Non-Degree Level Certificate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Postgraduate Degree Specialization Certificate	0	0.0%	0	0.0%	1	7.7%	1	7.1%	1	6.3%
Total	308	7.4%	333	7.7%	314	7.3%	304	6.9%	332	7.4%

Figure 10: Indigenous Enrollment by Degree Type



International Student Enrollment

As Table 19 highlights, between 2017/2018 and 2021/2022, international graduate student Enrollment remained relatively stable - 35% of the total graduate student population in 2021/2022. However, despite the overall relative stability of graduate international enrollment and relative to overall student numbers the School of Public Health have seen significant increases in the last academic year in their course-based Master's of Public Health program. In that program international enrollments when from 18% in 2020/2021 to 30% in 2021/2022.

Table 19: International Enrollment by Degree Type

Degree Type	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Master's Thesis	561	39.4%	614	41.0%	576	40.1%	552	39.3%	558	40.1%
Master's Course	108	11.6%	124	12.6%	139	13.6%	154	13.8%	158	12.7%
PhD	532	44.9%	560	46.1%	565	47.3%	573	47.7%	574	46.3%
Master's Project	103	28.4%	122	36.3%	140	45.5%	152	48.3%	136	45.2%
No Program Group	138	64.2%	162	63.8%	172	66.7%	145	55.1%	94	54.7%
Degree Level Certificate	2	50.0%			14	51.9%	30	44.1%	17	29.3%
Postgraduate Diploma	2	16.7%	3	13.6%	15	48.4%	14	58.3%	20	66.7%
Non-Degree Level Certificate	17	85.0%	12	92.3%	9	64.3%	5	83.3%	14	56.0%
Total	1,463	35.2%	1,597	36.9%	1,630	37.9%	1,625	36.9%	1,571	35.1%

International student origin is recorded in two ways – by country of citizenship and by initial nation (or country from which the student applied to USask). Our international students' countries of citizenship are predominantly Iran, China, India, Nigeria, and Bangladesh. Iran has replaced China as the top country of international student citizenship for the first time in many years (see Table 20). As Table 21 explains, 10% 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 95% between 2017/2018 and 2021/2022.

Table 20: Top 15 Countries by Student Citizenship

<i>Country of Citizenship</i>	<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>Current Yr %</i>
Iran	145	187	215	239	259	16%
China	241	265	286	258	224	14%
India	148	168	179	160	164	10%
Nigeria	100	104	89	108	133	8%
Bangladesh	86	106	99	90	92	6%
Ghana	66	71	87	102	85	5%
United States	78	97	88	73	83	5%
Brazil	52	67	81	69	57	4%
Ecuador	28	35	33	28	30	2%
Nepal	26	26	25	27	30	2%
Pakistan	35	32	26	31	29	2%
Mexico	16	18	19	21	24	2%
Sri Lanka	17	22	25	21	24	2%
Colombia	21	23	23	24	22	1%
Jamaica	27	23	21	14	18	1%
Other	369	349	328	356	296	19%
Total	1,455	1,593	1,624	1,621	1,570	

Table 31: Top 15 Countries by Student Initial Nation

<i>Initial Nation</i>	<i>2017/2018</i>	<i>2018/2019</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/2022</i>	<i>Current Yr %</i>
Iran	119	160	189	214	232	15%
China	191	202	220	194	182	12%
Canada	213	216	186	206	150	10%
India	130	146	156	136	139	9%
United States	113	140	135	122	114	7%
Nigeria	68	71	67	84	109	7%
Bangladesh	76	96	84	77	84	5%
Ghana	48	49	67	83	67	4%
Brazil	48	62	79	65	54	3%
Ecuador	25	32	31	26	28	2%
Nepal	22	22	19	20	26	2%
Mexico	15	16	18	21	23	1%
Pakistan	29	24	20	23	21	1%
Sri Lanka	15	21	22	18	20	1%
Germany	19	15	18	17	18	1%
Total	1,463	1,597	1,630	1,625	1,571	

Externally-funded International Students

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

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

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

Table 22: External Scholarship Students by Funding Agency

<i>Funding Agency</i>	<i>2019/2020</i>	<i>2020/2021</i>	<i>2021/22</i>
BECAL Paraguay	-	-	0
China Scholarship Council	27	18	15
COLCIENCIAS Colombia	0	2	2
CONACYT Mexico	4	4	4
CONICYT Chile	4	5	0
CNPq Brazil	1	0	0
EDUCAFIN Mexico	-	-	2
SENASCYT Panama	0	0	0
SENESCYT Ecuador	10	7	6
Total⁷	46	36	29

Exchange Students

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

Table 43: Exchange Students by Year

	2017/18	2018/19	2019/20	2020/21	2021/22
	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange	Incoming Exchange
Total applicants:	1	6	3	0	0
Total participants:	0	6	2	0	0
Total Semester placement filled:	0	8	2	0	0

⁷ CGPS began fully tracking externally funded student data in the 2019/2020 academic year.

	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange	Outgoing Exchange
Total applicants:	0	0	1	1	0
Total participants:	0	0	0	0	0
Total Semester placement filled:	0	0	0	0	0

Postdoctoral Scholars

USask had 284 Postdoctoral Scholars in the 2021/2022 academic year, 94% being hired within the scope of the Collective Agreement with the Public Services Alliance of Canada (PSAC). Of all Postdocs on campus in 2021/2022, 48.6% were international and 46% identified as women. The mean salary paid to a Postdoc through USask payroll systems was \$52,000. Salaries ranged from \$36,000 to \$100,000. A listing of Postdocs that were employed for all or part of the 2021/2022 year by home department is provided below in Table 24.

Table 24: Postdoctoral Scholars by Department

<i>Department</i>	<i>2021/2022</i>
Agricultural and Resource Economics	1
Anatomy, Physiology and Pharmacology	6
Animal & Poultry Science	4
Biochemistry, Microbiology, and Immunology	12
Biology	8
Canadian Centre for Health and Safety in Agriculture	5
Cancer Cluster	2
Centre for Forensic Behavioural Sciences and Justice Studies	1
Chemical & Biological Engineering	8
Chemistry	5
Civil & Geological Engineering	1
Community Health & Epidemiology	9
Computer Science	10
Dentistry	4
Electrical & Computer Engineering	5
Food & Bioproduct Sciences	9
Geography and Planning	13
Geological Sciences	7
Global Institute for Food Security	13

Global Institute for Water Security	13
History	3
Johnson-Shoyama Graduate School of Public Policy	6
Kinesiology	4
Large Animal Clinical Sciences	6
Mathematics & Statistics	4
Mechanical Engineering	5
Medical Imaging	2
Medicine	3
Indigenous Studies	2
Nursing	1
Oncology	2
Pathology and Laboratory Medicine	4
Pharmacy & Nutrition	8
Physics & Engineering Physics	9
Plant Sciences	22
Psychiatry	1
Psychology	1
School of Environment and Sustainability	14
School of Public Health	2
School of Rehabilitation Science	5
Sociology	2
Soil Science	5
Surgery	4
Toxicology	7
Veterinary Biomedical Sciences	2
Veterinary Microbiology	2
Veterinary Pathology	4
VIDO	18
Total	284

Graduate Student Funding

The CGPS administers both institutionally funded scholarships and awards as well as those funded by the Tri-Council Agencies. In 2021/2022 the CGPS administered over \$2.9 million in non-devolved major graduate student awards and scholarships funded by USask sources. Table 25 provides a detailed listing of each non-devolved award by college. These non-devolved awards are in addition to the devolved awards and scholarships administered by academic units.

Table 25: 2021/2022 Active CGPS Funding by Type and College⁸

<i>College</i>	<i>Dean's Masters \$18,000 + tuition</i>	<i>Dean's PhD \$22,000 + tuition</i>	<i>UGS Master's \$16,000</i>	<i>UGS PhD \$20,000</i>	<i>IGLA Master's \$16,000 + tuition</i>	<i>IGLA PhD \$20,000 + tuition</i>	<i>TSDf \$14,000 + sessional</i>
Agriculture and Bioresources					1		
Arts and Science	10	28	15	3		1	22
Dentistry							
Education			1	3	1	5	2
Edwards School of Business							
Engineering	1	14					1
Graduate and Postdoc Studies				1			
JSG School of Public Policy		4			1		1
Kinesiology	1	7					2
Law							1
Medicine (including SRS)	3	3					
Nursing		1					1
Pharmacy and Nutrition	1	2					
School of Environ and Sustain							
School of Public Health					1		

⁸ This table includes students who received full or partial payment of the above name awards in the 2021/2022 year. As such, a student who received an award for the September 2020 to August 2021 period and then again for the September 2021 to August 2022 period would be double counted.

Western College of Vet Med	1	2	3	2			
Total	17	61	19	9	4	6	30

In addition to institutional funding in the 2021/2022 academic year, over \$1.98 million in Tri-Council funding was paid to USask graduate students and postdoctoral scholars. This included two Vanier recipients, a total of six students receiving CIHR funding, 31 holding NSERC funding, and 34 with SSHRC funding. Table 26 provides further details regarding all active Tri-Council awards and scholarships held by USask graduate students and postdoctoral scholars in 2021/2022.

Table 56: Active Tri-Council Student Awards by College in 2021/2022

<i>College</i>	<i>Banting PDF</i>	<i>Vanier PhD</i>	<i>CIHR CGSD</i>	<i>CIHR CGSM</i>	<i>NSERC CGSD</i>	<i>NSERC PGSD</i>	<i>NSERC CGSM</i>	<i>SSHRC CGSD</i>	<i>SSHRC Fellowship</i>	<i>SSHRC CGSM</i>
Agriculture and Bioresources					1	1	6			
Arts and Science	3	2			4		5	3	3	21
Dentistry										
Education									2	1
Edwards School of Business										
Engineering					2	1	3			
Graduate and Postdoc Studies	1									
JSG School of Public Policy	1									
Kinesiology				1		1			1	
Law										
Medicine (including SRS)			2		1		3			
Nursing										
Pharmacy and Nutrition				2			1			
School of Environ and Sustain	1						1	2		1
School of Public Health										
Western College of Vet Med				1			1			
Total	5	2	2	4	8	3	20	5	6	23
Total Value	\$350,000	\$100,000	\$70,000	\$70,000	\$280,000	\$63,000	\$350,000	\$175,000	\$120,000	\$402,500

The number of USask graduate students applying for Tri-Council funding has remained relatively flat in the last three years. In the 2021/2022 year, as noted in Table 28 below, 14 of the 45 USask students eligible to apply for CIHR doctoral funding submitted funding applications, 31 of the 48 students who were eligible to apply for NSERC doctoral funding submitted funding applications, and of the 71 students eligible for SSHRC doctoral, 36 applied. Table 27 also includes CGPS Dean's, UGS, and IGLA award information.

Table 27: New Major Awards & Scholarships by Year

Award	Annual Value	2019/2020			2020/2021			2021/2022		
		Apps	Quota	Successful	Apps	Quota	Successful	Apps	Quota	Successful
Banting	\$70,000	9	-	3	25	-	0	24	-	2
Vanier	\$50,000	14	8	1	24	8	3	16	8	4
Trudeau Doctoral	Up to \$40,000 + up to \$20,000	5	-	1	-	-	0	-	-	0
CIHR (CGS-D)	\$35,000	10	3	0	15	6	2	14	6	1
NSERC (CGS-D & PGS-D)	\$35,000 & \$21,000	25	23	6	37	22	9	31	20	8
SSHRC (CGS-D & Fellowships)	\$35,000 & \$20,000	39	23	12	30	23	11	36	23	7
MacKenzie King (open & traveling)	\$8,500 & \$10,500	11	-	0	3	-	0	2	-	0
Tri-Agency (CGS-M)	\$17,500	83	49	49	86	48	49	113	45	45
SIOS (Master's & PhD)	\$16,000 & \$20,000	32	-	15	Top ups to Tri-Agency Winners & COVID-related crisis funding			Top ups to Tri-Agency Winners		
QEII Aboriginal	\$20,000	10	-	1	12	-	1	9	-	0
QEII Parliamentary	\$20,000	2	-	1	7	-	0	4	-	0
Dean's (Master's & PhD)	\$18,000 & \$22,000 + tuition	207	-	28	169	-	41	153	-	46
UGS (Master's & PhD)	\$16,000 & \$20,000	23	-	15	28	-	9	29	-	7
CGPS IGLA (Master's & PhD)	\$16,000 & \$20,000 + tuition	7	-	3	10	-	7	9	-	4

Appendix I – Graduate Programs

Program

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

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

Food and Bioproduct Sciences P.G.D.	Sustainability Solutions G.Cert.
Food Science M.Sc., Ph.D.	Sustainable Water Management G.Cert.
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 II – Newly-approved Graduate Programs by Year

2016-2017

Political Studies M.A. (project-based)

Teaching English to Speakers of Other Languages M.A.

Public Management G. Cert.

Public Policy G. Cert.

Leadership in Post-Secondary Education M.Ed.

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

Water Security M.W.S.

Education (cross-departmental) Ph.D.

Indigenous Studies Ph.D.

2017-2018

Combined Degree M.B.A and J.D

Large Animal Clinical Sciences M.Sc. project-based

Educational Foundations P.G.D.

Small Animal Clinical Sciences M.Sc. project-based

2018-2019

Applied Economics Ph.D.

French Special Case Ph.D.

2019-2020

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

Non-Profit Management G. Cert

Chemistry Direct entry Ph.D.

Public Management G. Cert

Economic Analysis for Public Policy G. Cert

Public Policy Analysis G. Cert

Education – Health Professions M.Ed.

Quality of Teaching in Health Professions Education G. Cert.

Educational Leadership Ed.D.

Rotating Small Animal Veterinary Internship G. Cert.

French Project-based M.A.

Social Economy and Co-operatives G. Cert

Health Systems Management G. Cert

Specialty Internship in Veterinary Medicine G. Cert.

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

2020-2021

Applied Economics Direct Entry and Transfer Ph.D.

Precision Oral and Systemic Health Ph.D.

2021-2022

Applied Computing M.Sc., Ph.D.

Leadership G. Cert

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

Hydrology G.Cert

Environmental Planning G.Cert

Science and Innovation Policy G. Cert

Indigenous Land Based Education MILBE

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

Indigenous Nation Building G.Cert.
