



Faculty of
Graduate
Studies
& Research

Graduate Studies Yearbook

Enrolment Data and Updates from FGSR

2022-23

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Part I. The Year in Review

UPDATES

2022-23 has brought many challenges to the University of Alberta and, in turn, FGSR. As we adjust to and learn from the changes necessitated by the COVID-19 pandemic, along with the changes due to the Service Excellence Transformation (SET) transformation and geo-political situations, FGSR continues to pursue creativity and teamwork. We have also found opportunities to innovate – taking new steps to respond to emerging needs. Here are a few of the year’s highlights.

Over the 2022-23 academic year, FGSR continues to work toward the delivery of an enhanced student-centred experience, stewarding quality assurance and building excellence in graduate education by serving the university as the central academic administrative unit for graduate students, and serving the post-doctoral community as the Office of Postdoctoral Affairs. As we do our work, we strive to reinforce our shared principles and values, while focusing on student success.

Admitting Outstanding Students

Our teams supported some 14,236 student applications in GSMS¹ (this does not include Visiting students and paper applications), sending out tens of thousands of email messages to facilitate this work. FGSR staff worked closely with graduate administrators from more than 70 departments across campus to:

- Process a large volume of admission deferrals this year due, in large part, to significant travel and document delays. For the Fall 2022 Term, there were more than 500 deferrals, with about 63% citing issues with Study permit, passport and travel document concerns, as well as COVID disruptions. For the Winter 2023 Term, there were 121 deferral requests. While a smaller number, the Winter cohort is smaller by nature, and 76% of that group still cited travel issues.
- Support the Ukrainian students and applicants along with the U of A community by assessing Ukrainian graduate students domestic tuition rates instead of the international tuition rates.
- Support Iranian applicants with a temporary fee waiver for students applying from Iran for Fall 2023 admission. This is in recognition of the challenges that applicants from Iran face in completing applications due to limits placed on their access to internet communications, and flexibility for admissions documents to recognize the difficulties arranging for transcripts and letters of reference.

Transitioning the Office of PostDoctoral Affairs to FGSR

- In February of 2022, the Post-Doctoral Fellows and Academic Visitors office officially returned to FGSR from the Office of the Vice-President (Research and Innovation). In addition to overseeing the adjudication of post-doctoral awards, FGSR will support this important community –some 600 at the U of A – with onboarding and professional development (PD) programming. Additional efforts to restructure our website to better serve the needs of Post-Doctoral Fellows (along with the rest of the community), as well as update several policies for post-doctoral scholars and academic visitors are forthcoming.

¹ GSMS is the Graduate Student Management System used for Graduate Student application, admissions and awards processing.

Policy and Process Improvement Efforts:

- Changes to the Electronic Document and Records Management System (EDRMS) and the migration of digital files and student records to Alfresco continued; as well, extending electronic access to student files for all academic units across campus was a big help for administrators and grad chairs during COVID.
- FGSR continues to work with units to create new workflows and digital forms to eliminate paper-based forms/documents.
- FGSR continues to work to improve institutional regulations and policies that inform graduate program administration, academic standards, student success and program progression, and build in considerations of equity and accessibility for all categories of learners. To this end, the [Minimum Core Academic Requirements](#) were created for each credential level, and an extraordinary [Alternate Language Proficiency](#) pathway was approved to provide increased administrative ease and student accessibility for this group of students.
- FGSR continues to consider learner pathways and policies through the work of a Certificate Working Group, a group that is focusing on graduate certificate programs. The objective is to identify the unique needs of these programs and students to help inform changes to FGSR's service delivery and regulation development.

Supporting Indigeneity and EDI Initiatives:

- FGSR continues the work to support EDI initiatives with an Associate Dean portfolio that explicitly includes EDI-focused initiatives and an EDI Plan of Action for FGSR.
- We are exploring the process to understand how student accommodations are flagged in our systems, and how we can make the information we collect and disseminate more inclusive.
- Our Awards team created the [FGSR Guide for Equitable Review of Scholarship Applications](#), and are working on EDI focused Awards and Scholarships.
- We are considering EDI in our recent hires by prioritizing second language skills on our Admissions and Office Services teams, including French to better serve our Faculté Saint-Jean students and Francophone community.
- The campus community was consulted to review the IDP (the Individual Development Plan; part of the PD Requirement) from an EDI perspective to include Indigenous content and to ensure accessibility.
- Together with the Vice-Provost Office (Indigenous Programming and Research), FGSR continues to participate in a [Supporting Aboriginal Graduate Enhancement \(SAGE\)](#) pilot, which aims to offer the opportunity for Indigenous graduate students: to engage with their peers, faculty and researchers; to initiate learning opportunities and develop scholarship and academic success for Indigenous students; and to foster cultural, community consciousness, and affirmation among graduate students to affect change within Indigenous communities.

Supporting Student Development & Well-Being

- Graduate Supervision is foundational to graduate student success at the U of A, and impacts the University's reputation and the research and teaching mission. We also know that strong, well supported, and positive working conditions influence a graduate student's time to completion and

the overall student experience (including mental health and well-being). To this end, the FGSR Supervisory Initiatives were approved in the Fall of 2022, which will build capacity in the graduate student experience, support graduate student success, and enhance the graduate student-supervisor relationship. The initiatives include the [UAPPOL FGSR Adjunct Academic Appointment Policy and New Supervisor Development Procedure](#), and the Progress Report and Student-Supervisor Guidelines for thesis-based graduate students. With the policies in effect, we continue to roll out and refine these processes and tools.

- Beginning in the Fall of 2022, the new Ethics and Academic Citizenship requirement replaced the former training. It consists of two zero-credit, self-paced online courses: INT D 710: Ethics and Academic Citizenship (for both master's and doctoral students) and INT D 720: Advanced Ethics and Academic Citizenship (for doctoral students), and both courses include important topics and themes on land acknowledgement and relationship with the land, Indigenization, decolonization, and Indigenous research ethics. Since September 2022, nearly 2400 graduate students have completed INT D 710 (Master's & PhD) and 550 have completed 720 (PhD only). Feedback has been very positive, both in ease of use/accessibility and relevance of content to graduate student training and awareness of policy and conduct.
- The [Grad School Confidential podcast](#) focuses on the personal challenges many grad students face but few are willing to talk about. The first six episodes, downloaded more than 7,300 times in 82 countries, have earned plaudits from student support specialists at MIT, Yale, Toronto, and elsewhere.

Providing Financial Support

In the 2022-23 academic year, our awards team processed commitments for over \$29 million of FGSR-administered graduate student funding, including large provincial and national government grants. The team evaluated and/or processed over 6,154 applications for 571 awards.

FGSR also completed the following enhancements to our student financial supports:

- Awarding 48 scholarships valued at \$10,000 each through the Graduate Student Engagement Scholarship (GSEA), a joint initiative between FGSR and the Black Graduate Student Association for graduate students who identify as Black, African-Canadian, African-American or of Afro-Caribbean or Afro-Latino heritage.
- Increasing the value of the Walter H John's Scholarship and the President's Doctoral Prize of Distinction, awarded to winners of prestigious Tri-Council Scholarships; the U of A increasing the scholarship value this year encourages recipients of these scholarships to hold them at the University of Alberta.

Supporting Professional Development

Some 2,696 graduate students and postdoctoral fellows registered in 121 FGSR professional development events, for a total of 14,920 registrations.

These events provide opportunities to graduate students to pursue teamwork, creativity and innovation in their own studies and research. This year the Professional Development team achieved many incredible outcomes, including:

- The Graduate Teaching and Learning Program (GTLP), a multi-tier program designed to assist graduate students and postdoctoral scholars to become effective educators, filled 6,818 seats in the various levels.
- The 15 Three-Minute Thesis (3MT™) finalists' research presentation videos attracted more than 25,000 views.
- Innovation and Entrepreneurship programming has attracted nearly 1,600 registrations for 18 events, including the Design Thinking, Innovation Bridge series and Innovation Showcase.

Applying Online Learnings from the Pandemic:

Over the past three years, our community has worked and waded through the challenges of COVID and its impacts on our faculty, staff, and students in many ways. In transitioning our programs and services online due to COVID, we were pleased to see increased attendance and engagement, and even found several places where the services work better remotely. As a result of this success, we are continuing to offer these programs and services online:

- Associate Dean meetings with students were held remotely. (40 virtual student appointments with an Associate Dean from Sept. 1, 2022, to March 15, 2023.)
- FGSR continues to provide Virtual Counter Services along with regular office hours. This allows graduate students format options for discussing their queries with our Admission, Program Progression and Awards Specialist each day. (752 individuals visited the Virtual Counter from Sept. 1, 2022 to March 15, 2023.)
- Several Professional Development sessions continue to be held virtually (i.e., Invest in Your Future Career Symposium, Innovation Bridge, Career Action, Design Thinking, IDP workshops). These sessions assist students with competency development and career planning, to complete their Individual Development Plan (IDP), and review their career goals.

Looking ahead at the remainder of 2023:

- FGSR continues to work with our campus partners to determine how the University of Alberta could offer a minimum funding guarantee for PhD students. This would be an important step for providing baseline funding for graduate students and positioning the U of A competitively among the U15 Universities – especially given the large number who already provide this funding guarantee.
- We continue to look at process improvements and work toward enhancing automation and service delivery to support future growth and program innovation. One process that is currently underway is the automation of forms using the Electronic Document and Records Management System (EDRMS), which will enhance workflows, processing times and standardization.
- We are accelerating a potential shift to the SLATE program for Admissions, which will replace the Graduate Studies Management Solution (GSMS) admissions system. While this will take a couple of years, the discovery and requirement investigation is underway.
- FGSR will undertake an External Unit Review in the Spring of 2023. University of Alberta policy requires a periodic review of academic units, including FGSR, which occupies a singular position with a complex set of academic and administrative roles. The primary purpose of the review will be to consider and make recommendations with respect to how the Faculty of Graduate Studies and Research is positioned within the University, and, in particular,

- how FGSR operates as a partner in graduate education and its administration across the University;
- how its roles and responsibilities can be clarified within a new operating model so that it effectively supports graduate students and Post-Doctoral Fellows, enables programs and encourage innovation;
- how its strengths can be identified and affirmed;
- how the administrative processes and regulatory functions that involve FGSR can be improved in keeping with the above; and,
- how practices of collegial governance, in particular FGSR Council and its committees, can be upheld and reconstituted in light of other structural changes across the University.
- FGSR continues to plan for growth, in-line with the University's vision for enrolment expansion. Growth at the undergrad level will mean that our grad population will also grow. This growth will also have implications for Admissions, Awards, and Program Services, as well as process improvement at FGSR.

CANADIAN GRADUATE AND PROFESSIONAL STUDENT SURVEY FAST STATS, 2022

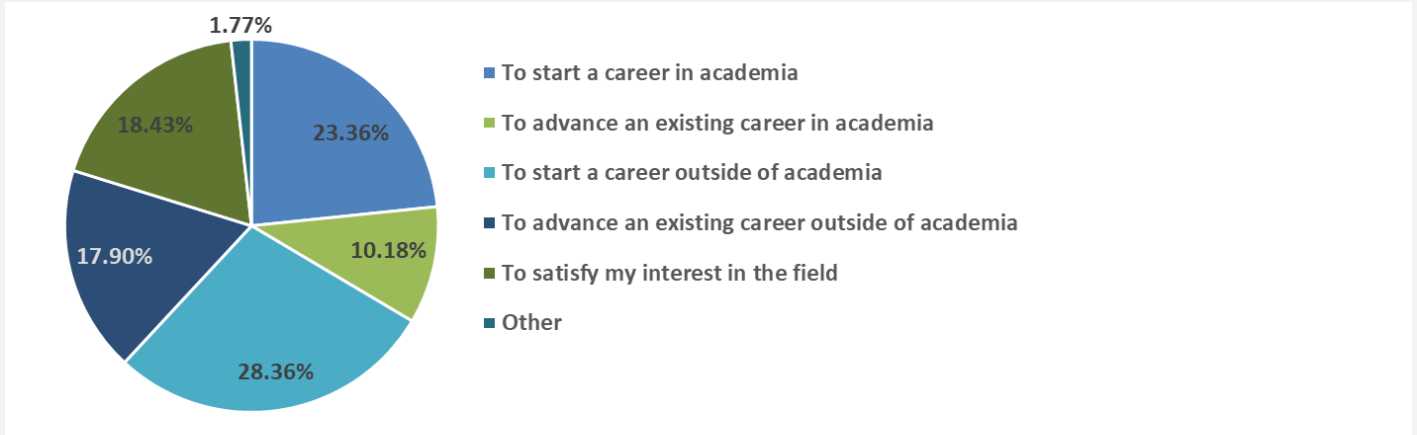
Every three years, current U of A graduate students are invited to participate in the Canadian Graduate and Professional Student Survey (CGPSS) alongside approximately 50 other universities across Canada. The survey provides a wealth of information about graduate student satisfaction and experience.

This year 3,232 graduate students participated from the U of A, and partially or totally completed the survey. Just a few pieces of the interesting data gleaned are included below, including a few fast stats and some useful information regarding COVID-19 implications:

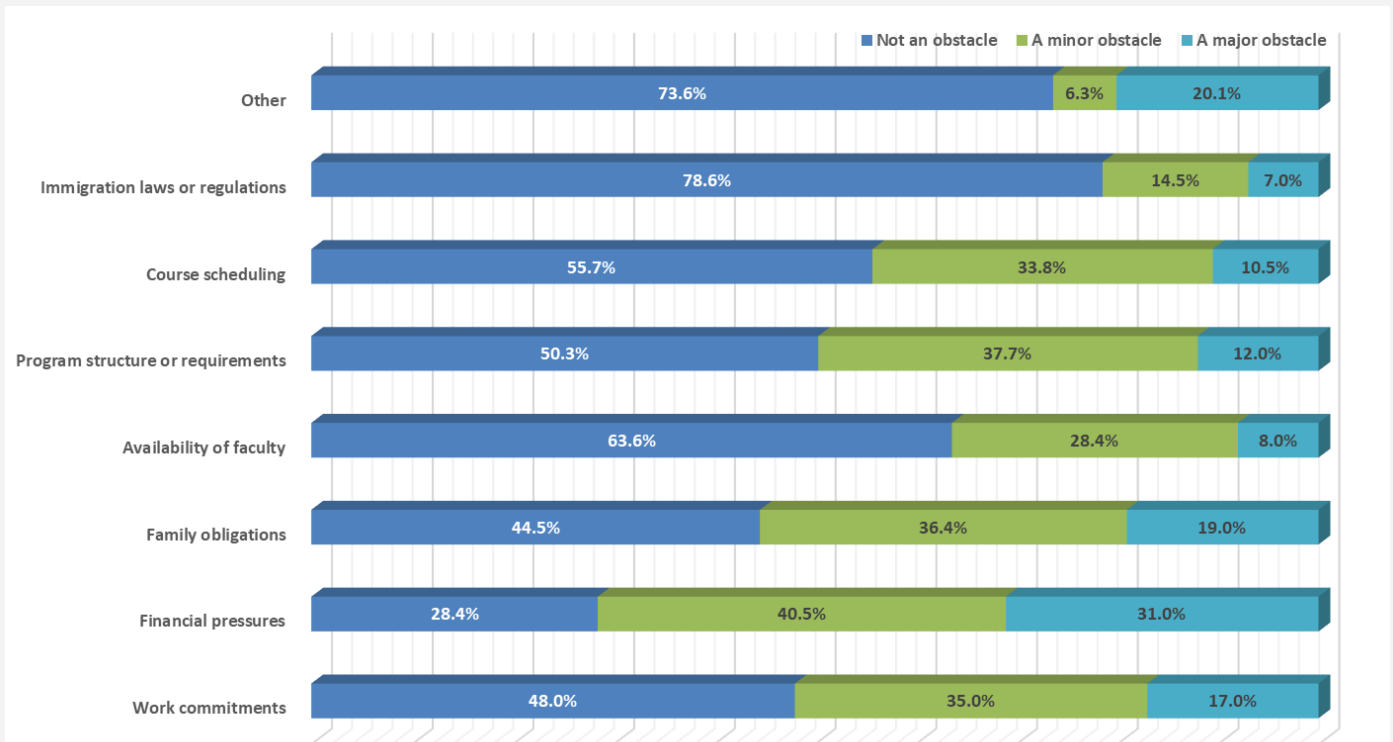
- 42.3% noted that the COVID-19 pandemic has delayed the progression of their program or studies, while 46.3% noted it did not, and 11.4% noted they were unsure or it was not applicable. Of those who noted they were delayed, 34.7% stated it was by one term, 41.9% by two terms, 12.1% by three terms and 11.3% by four or more terms.
- When asked in which ways the progression of their program was affected by the COVID-19 pandemic, they noted the following:
 - 9.6% said they needed to change their major project/research topic
 - 32.2% said they needed to delay their data collection timeline
 - 11.8% said they were unable to secure a travel visa
 - 2.9% said they needed to change their research supervisor/advisor
 - 3.6% said they needed to change members of their dissertation/thesis committee
 - 25.7% said they were unable to access a research site (e.g., field site, archive, etc.)
 - 12.1% selected the category 'Other'
- 50.2% noted that they are married or live with a domestic partner
- 24.6% self-identified with a disability or impairment (including mental health as the largest portion at 17.5%)
- 17.0% are parents with children under the age of 13 who live with them

- 7.1% are parents with children over the age of 13 who live with them
- On average, 47.8 % of students noted that they spend 30 or more hours per week on their studies and/or research
- While, on average, 17.3% noted that they spend 30 or more hours per week doing paid work (with little or no connection to their students and/or research)

Graduate students were asked their primary reason for enrolling in their graduate program. The results for all categories of graduate students follows.



Students were asked which of the following factors were an obstacle to their academic progress and to what extent.



Part II. Enrolment Report

EXECUTIVE SUMMARY

This edition of the annual *FGSR Enrolment Report* provides an overview of metrics related to graduate education at the University of Alberta. The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times.

Demographic profile. The U of A's graduate student community consistently accounts for roughly one-fifth of all students on our campuses. Over 40% of our graduate student population is international (see Section 1.4). While the graduate student community comprises more women than men, our doctoral programs retain a higher proportion of men – a trend that may be slowly changing towards parity (S. 1.6). We are pleased to note, however, that the enrolment of Indigenous students from within Canada has reached an all-time high, and continues to increase year over year (S. 1.7).

Application and enrolment trends. Over the past ten years, the University of Alberta has experienced a significant increase in international graduate student applications to our programs, while domestic application numbers have held relatively steady (S. 2.1). Overall graduate enrolment in Fall 2022 remained virtually the same as in Fall 2021 (after a dip in 2020), and for the first time in several years the number of students in course-based master's degree programs decreased, decreasing by 42 students or 1.3% as of the Fall (S. 1.1, Tables 23 and 24).

Trends in completion times. International graduate students consistently complete their degrees in less time than their domestic peers: almost half a year, on average, at the doctoral level. What is most striking about this data is that average completion times for domestic students in doctoral and thesis-based masters programs reached an all-time high in 2022 (S. 3.2). That may start to reflect the impacts of COVID, but it is also part of a longer trendline, which is masked in the overall time-to-completion figures for the past decade by the increasing proportion of international students in graduate programs. These and other key measures are examined in detail below.

GRADUATE STUDENTS AT A GLANCE

Figure 1. Graduate students at a glance



19.6% of University of Alberta students are graduate students
8,424 graduate students work in 376 research areas with 214 official specializations

41.7% are international students
3.1% self-identify as Indigenous students

2,877 PhD
2,128 Master's Thesis Based
3,109 Master's Course Based
229 Certificate students
81 Other (visiting, Western Dean's, etc)

Application trend for Fall 2022

International Decrease 31.86 %
Overall Decrease 26.47 %

2,580 graduate degrees were awarded in 2022, including 410 PhDs

Graduate Student Age

<21	0.00%
21-25	28.32%
26-30	32.59%
31-35	18.42%
36-40	10.77%
41-45	5.28%
46+	4.62%

Average Completion Times By Degree

	<i>Domestic</i>	<i>International</i>
Master's Course-based	2.33 years	1.61 years
Master's Thesis-based	2.89 years	2.65 years
PhD	6.0 years	5.27 years

1. ENROLMENT

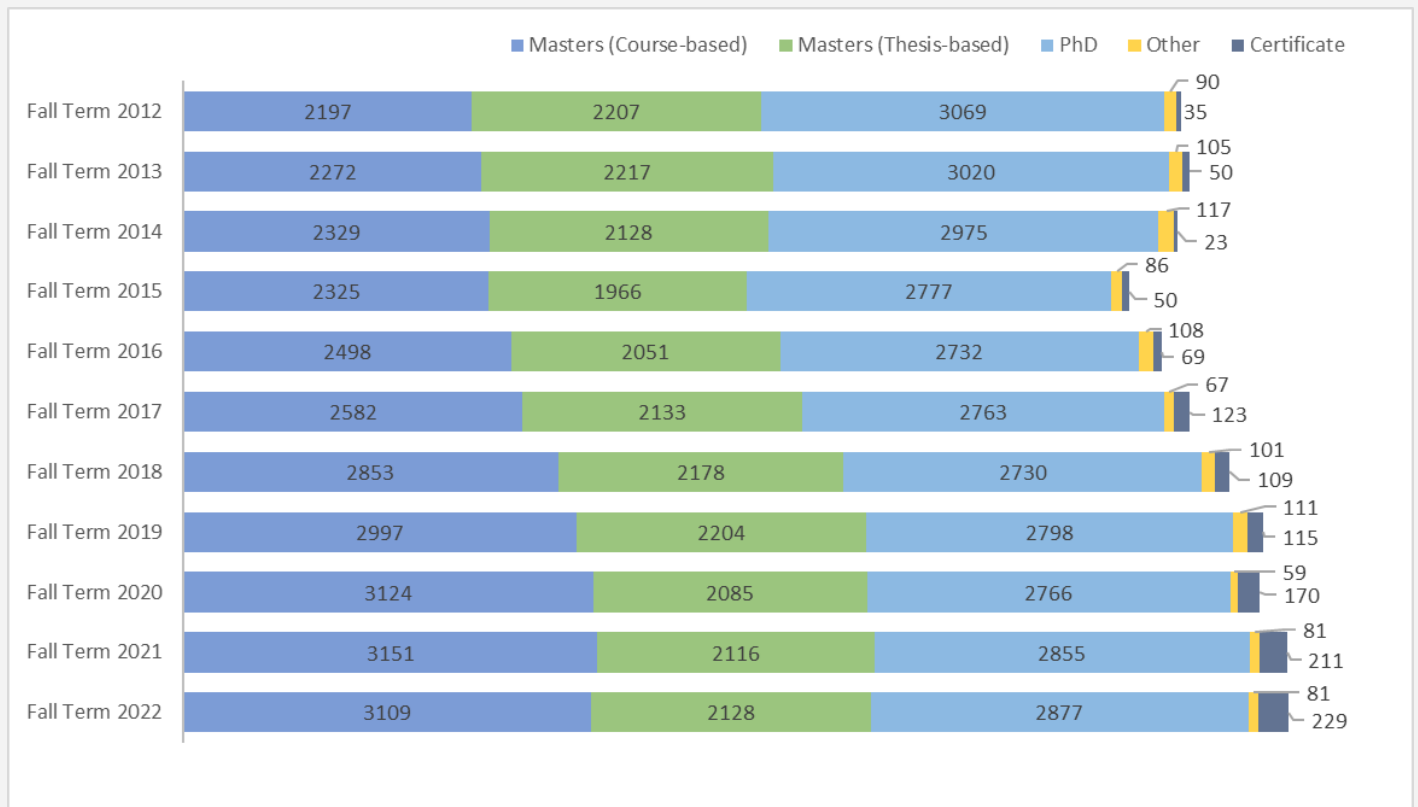
This section² presents enrolment numbers based on the standard December 1, 2022 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts reflect Fall term registrations only. As a result, enrolment reported here does not include the *total* number of graduate students who have been on campus throughout the entire calendar year.

1.1 Graduate Enrolment by Degree Type

Over the past five years, students have enrolled in course-based master's degree programs in ever-greater numbers; while there is a slight drop this year, likely due to ongoing travel issues, the trend continues to be growth with an increase of 20.41% over the past 5 years.

Enrolment in thesis-based Master's, PhD and certificate programs all grew slightly over the past year, which is encouraging especially considering the extenuating travel issues. It is also encouraging to see growth in both the thesis-based Master's and PhD programs considering the slight decline in 2019-2020.

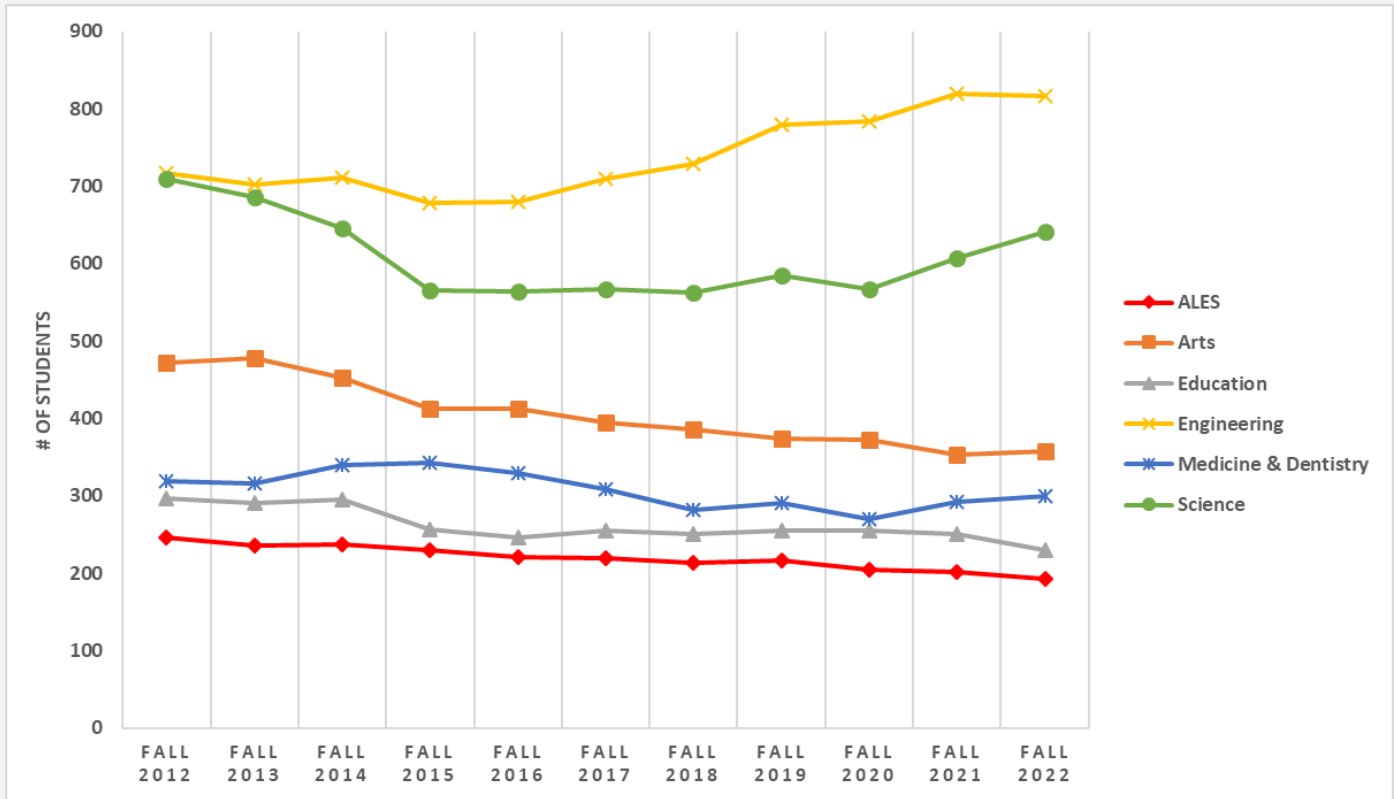
Figure 2. Graduate enrolment by degree type



Source: Strategic Analysis Data provided December 1, 2022 Registration Statistics

² The exceptions are subsection 1.5 and table 7, which report on sponsored students; see below.

Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty

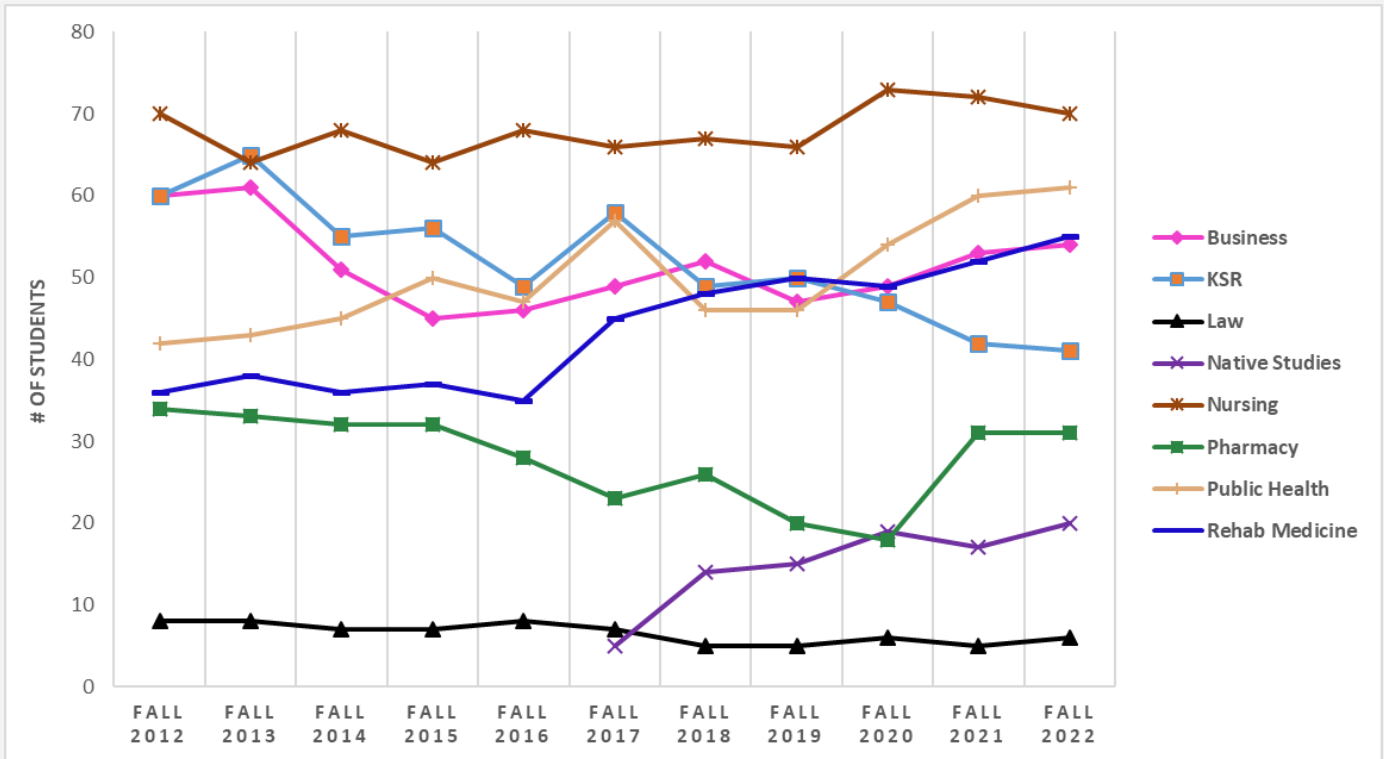


Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2022

Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. While the data reveal varied year-over-year changes across the institution, they bear out the general trends described above.

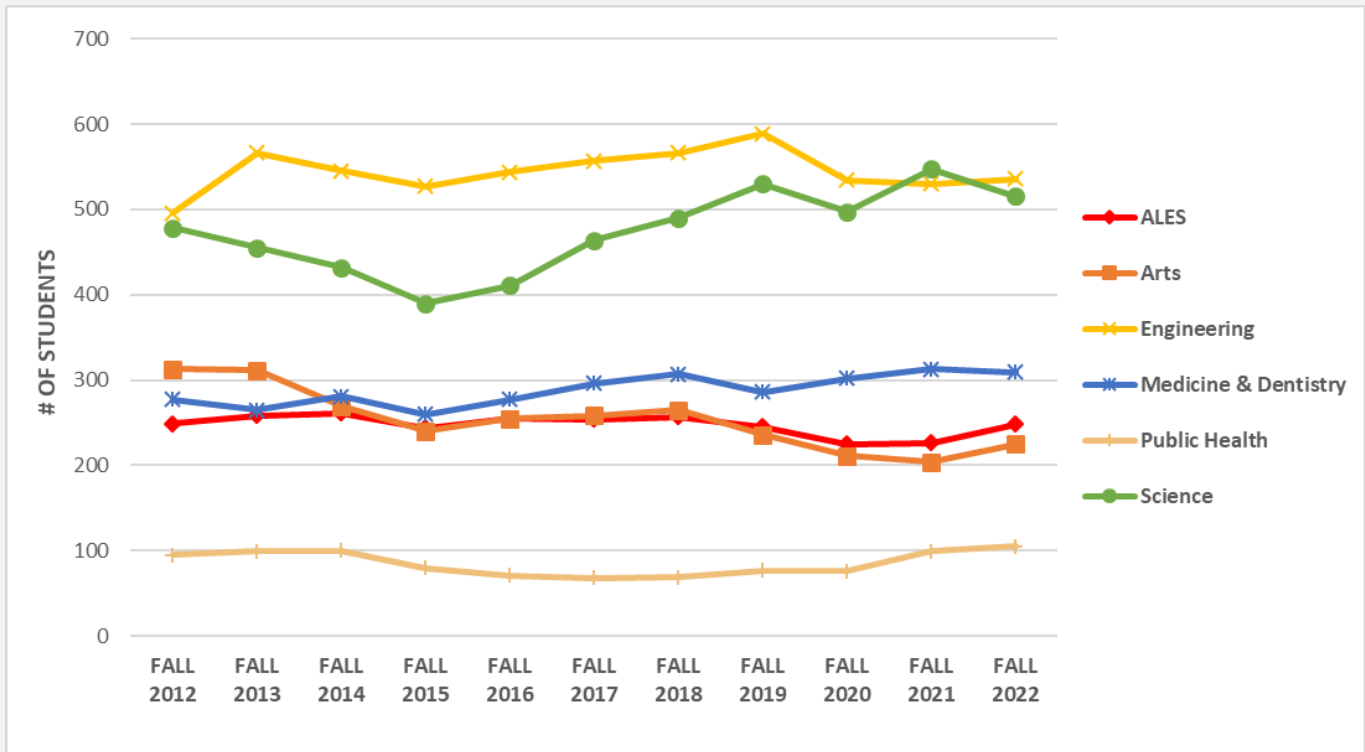
At the doctoral level, the picture of overall stability is reflected in the enrolment trends for nearly all of the larger programs (Figure 3).

Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

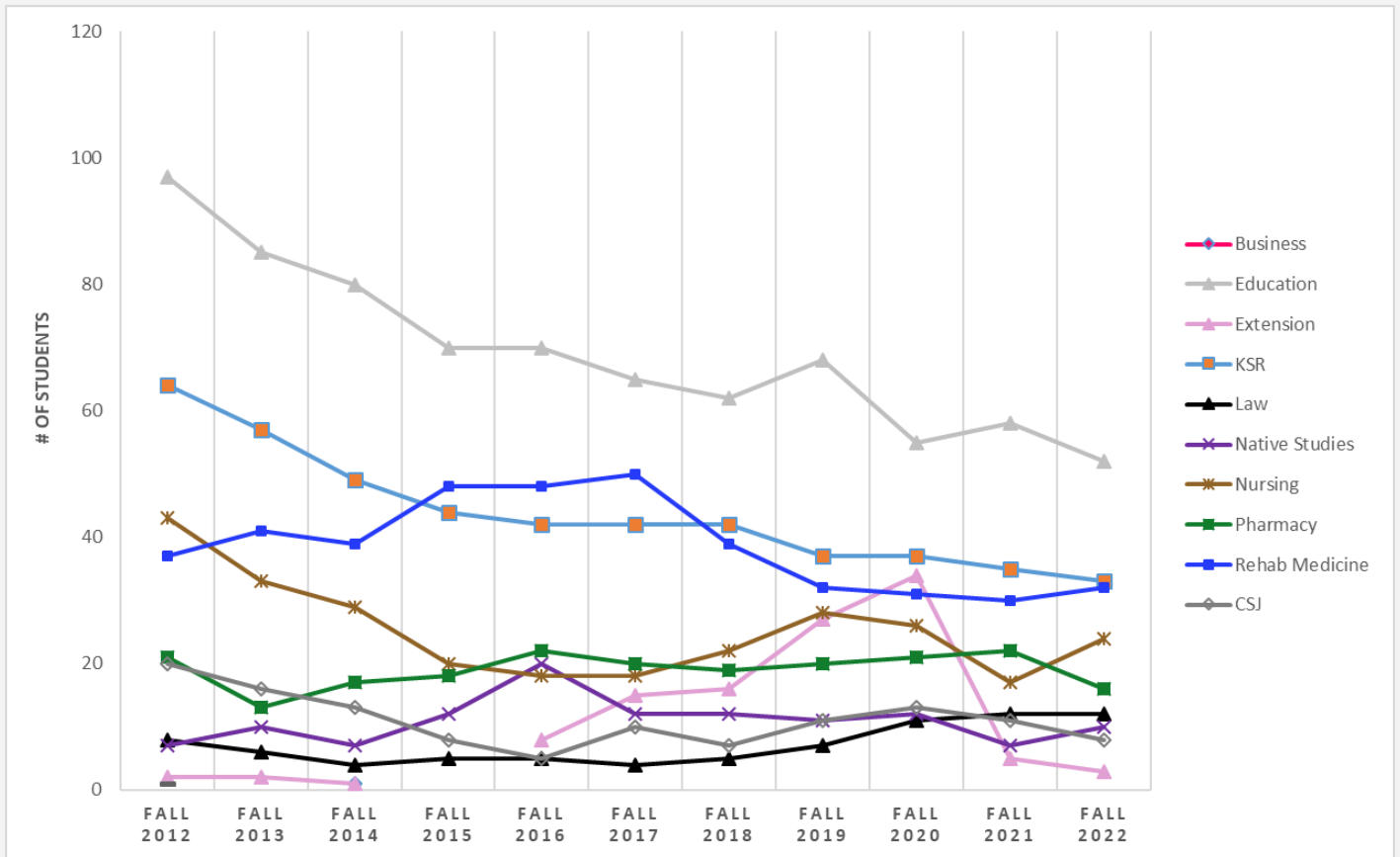
Figure 5. Thesis-based master's degrees with > 100 graduate students



Source: Strategic Analysis and Data Warehousing –Registration Statistics December 1, 2022

While enrolment in most thesis-based master's programs previously reflected a slight decline, it is encouraging to see most of the larger Faculties lines trending upward this year. Public Health joins this chart with 105 students this Fall 2022.

Figure 6. Thesis-based master's degrees with < 100 graduate students

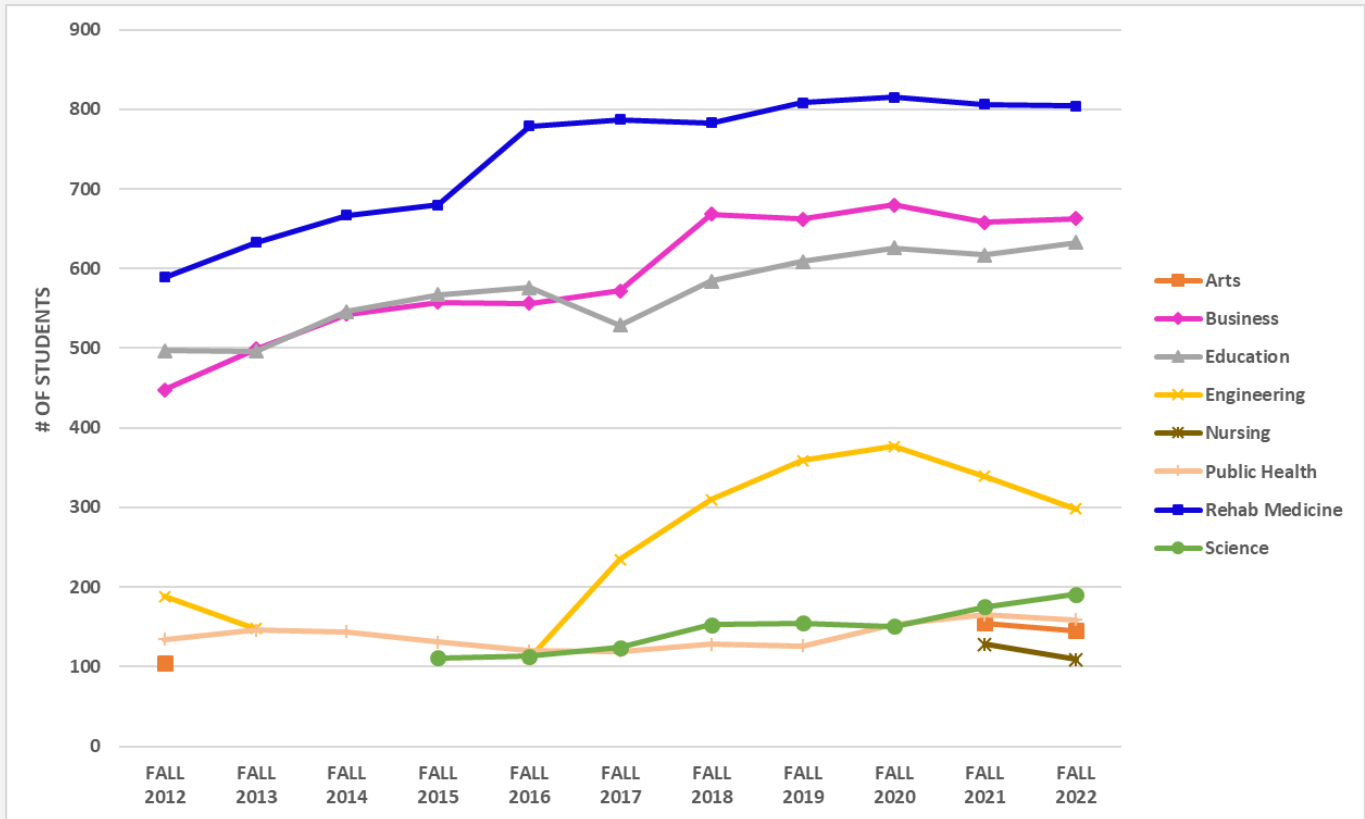


Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2022

Among smaller thesis-based programs, the most notable exception to growth may be those formerly housed in the Faculty of Extension (Figure 6). Note that, following administrative changes in 2020, these programs are no longer based in Extension. Most students have transferred with their program to another faculty, but 3 remain grandparented with the former Faculty’s name.

By contrast, as noted above, with the exception of Native Studies, Nursing, and Rehab Med, several of the smaller Faculties have stayed the same or seen a slight decline in thesis-based students. Often the decline in this category is coupled with growth in course-based master's programs (see Figures 7 and 8) as a result of a growing interest in these types of professional degrees.

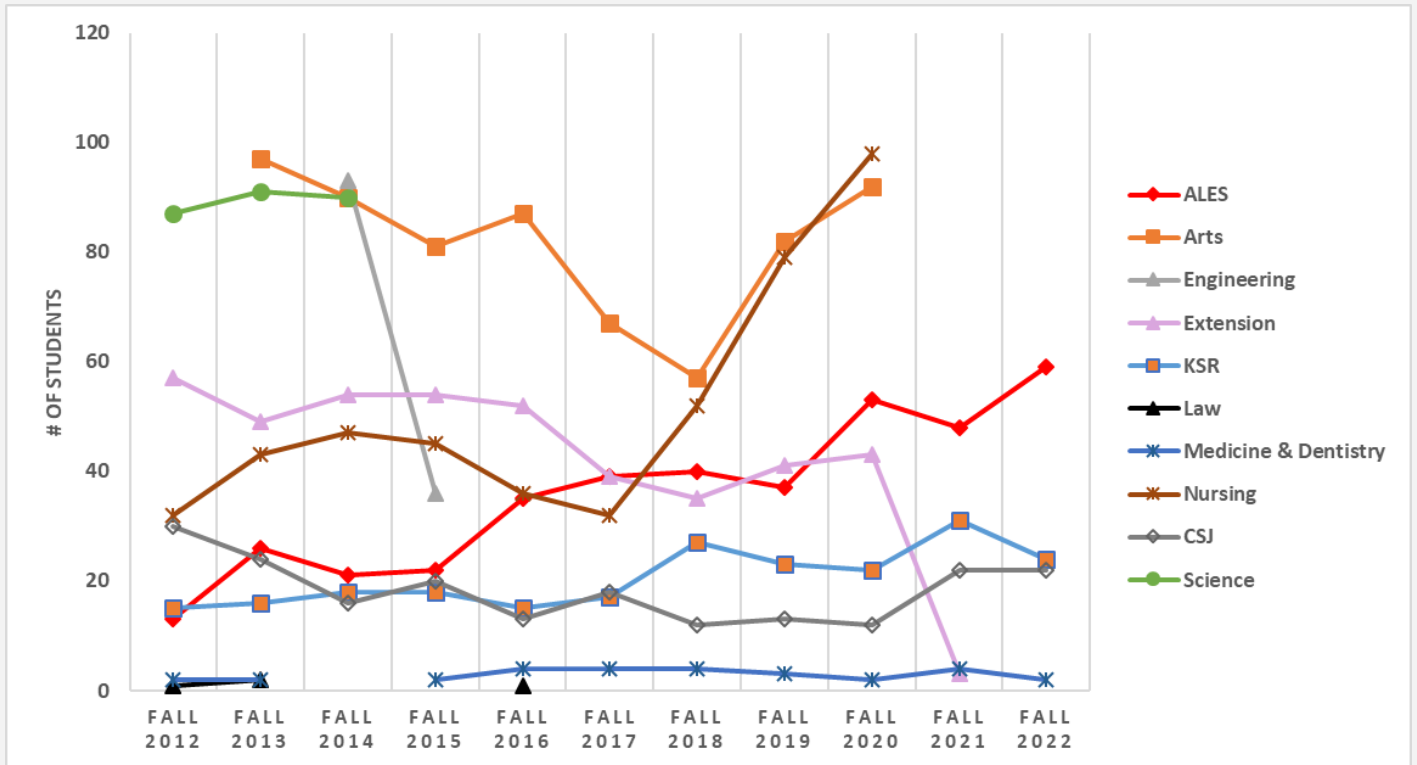
Figure 7. Course-based master's degrees with > 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Among course-based programs with fewer than under 100 grad students, ALES, Arts, and Nursing have similarly experienced notable growth. New course-based master's programs or streams continue to be in development to respond to the increasing demand for them.

Figure 8. Course-based master's degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Enrolment in certificate programs was notably higher, thanks in part to steady enrolment in the Faculty of Rehabilitation Medicine, the Faculty of Kinesiology, Sport, and Recreation, and Campus Saint-Jean. The total was also bolstered by 30 new registrants in the Faculty of Education (Table 1).

Programs offered in each of these Faculties are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

Table 1. Certificate programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Business			1	2	2	2	1		1
Campus Saint-Jean						1	7	5	1
Education	1	1					30	59	114
Extension									
KSR				17	5	24	33	31	29
Public Health									
Rehabilitation Medicine	22	49	68	104	102	88	99	116	84
Total	23	50	69	123	109	115	170	211	229

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022

Table 2. Other programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	5	3	3	2	5	1	2	1	3
Arts	17	14	12	8	9	9	13	8	1
Business	3			2		2	5		5
Campus Saint-Jean		3	9	1		1			
Education	1	6	4	2	2	3	6	1	6
Engineering	4	5	6	15	9	11	6	14	11
Extension		1							
FGSR*	47	22	26	23	31	38	7	26	17
KSR	2	2		2	4			1	2
Law						1			
Medicine & Dentistry	7	7	8	2	5	5	3	5	8
Native Studies	1								
Nursing	3	2	2	4	4	3	1	9	15
Pharmacy			1	1	1	2			1
Public Health		1	3	2	3	4	3	1	2
Rehabilitation Medicine	20	19	31	3	21	22	3	2	1
Science	7	1	3		7	9	10	13	9
Total	117	86	108	67	101	111	59	81	81

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2022.

*Note: Many visiting students list FGSR as their primary faculty, especially those with a Western Deans' status.

Table 2 shows graduate enrolment in other programs, including qualifying, special, and visiting students.

1.2. Faculty-to-Graduate-Students Ratio

Table 3 provides an overview of the ratio of professors to graduate students in each Faculty. Compiling these data enables Faculty planners to assess both supervisory capacity and teaching capacity by monitoring whether graduate student numbers and faculty complement are moving in tandem. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

Table 3. Ratio of faculty to graduate students, by Faculty and program

Faculty	Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C
ALES	1: 1.9	1: 2.3	2.8 :1	1: 1.9	1: 2.1	3.1 :1	1: 1.8	1: 2	2.1 :1	1: 1.8	1: 2	2.3:1	1: 1.8	1: 2.4	1.8:1
Arts	1: 1.2	1.2 :1	5.4 :1	1: 1.2	1.3 :1	3.8 :1	1: 1.2	1.5 :1	3.4 :1	1: 1.2	1.5:1	2:1	1: 1.2	1.3:1	2:1
Business	1.3 :1		1: 9.7	1.3 :1		1: 10.5	1.3 :1		1: 10.3	1.2:1		1: 10.3	1.2:1		1: 9.9
Campus Saint-Jean	1:1.5	1:1.3	1.2:1	1:1.6	1:1.2	1.3:1	1:1.6	1:1.2	1.36:1	1:1.5	1:1.3	1:1.1	1:1.3	1: 1	1.3:1
Education	1: 2.3	1.7 :1	1: 5.4	1: 2.5	1.5 :1	1: 5.9	1: 2.5	1.7 :1	1: 6.1	1: 2.5	1.7:1	1: 6.2	1: 2.3	2:1	1: 6.2
Engineering	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6	1: 3.6	1: 2.4	1: 1.7	1: 3.8	1: 2.4	1: 1.6	1: 3.7	1: 2.5	1: 1.4
KSR	1: 7.6	1: 8.3	9.3: 1	1:7.9	1 :7.7	12.3 :1	1: 7.7	1: 8.6	17.5 :1	1: 8.1	1: 8.7	9:1	1: 8.1	1: 8.4	18.5:1
Law	2.3 :1	2.7 :1		2.1 :1	2.8 :1		1.6 :1	2.6 :1		1.5:1	3.7:1		1.5:1	2.9:1	
Medicine and Dentistry (3)	9.4 :1	28.5 :1	12.1 :1	9.5 :1	22.4 :1	8 :1	8.4 :1	23.7 :1	6.3 :1	8.6:1	36.6:1	4.9:1	8.5:1	24.8:1	5.5:1
Native Studies	2.8 :1	2.8 :1		2.8:1	1.3:1		2.3:1	1.3 :1		2.4:1	1: 1		1.7:1	1: 1.2	
Nursing	1.7:1	2.4:1		2.1:1	2.1:1		2.1:1	1.8:1		1.1:1	1.5:1		1:1	1.9:1	
Pharmacy	1: 2.4	1: 3.6	1:6.7	1: 2.4	1: 4.1	1:6.6	1: 2.8	1: 4	1:8.1	1: 3.2	1: 5.2	1:8.7	1: 3.2	1: 5.5	1:8.4
Public Health	1: 2	1: 1.6	1: 32.6	1: 1.7	1: 1.1	1: 27.9	1: 1.5	1: 1	1: 25.5	1: 1.8	1: 1	1: 27.8	1: 1.8	1: 1.1	1: 26.8
Rehab Medicine		5.9:1	3.4:1		3.2:1	2.7:1		2.6:1	2.8:1		3.3:1	1.6:1		4.4:1	1.6:1
Science	1: 1.9	1: 1.7	1.9:1	1: 2	1: 1.8	1.9:1	1: 1.9	1: 1.7	2:1	1: 2.1	1: 1.9	1.7:1	1: 2.3	1: 1.8	1.5:1
Total	1: 1.4	1: 1.1	1: 1.4	1: 1.4	1: 1.1	1: 1.5	1: 1.4	1: 1.1	1: 1.6	1: 1.5	1: 1.1	1: 1.6	1: 1.5	1: 1.1	1: 1.6

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2022

**Information reflects employees with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year. Excludes those who have Long Term Disability status.

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty (except FoMD), administrative faculty, and faculty on long-term disability are not captured;

3) Medicine and Dentistry figures also include contingent faculty members; who represent (on average for the past 5 years) 67.8% of the total professoriate figures;

4) This chart includes all types of students (domestic and international students as well as those registered in both full-time and part-time studies).

5) Numbers are rounded to the nearest one decimal point.

All of the faculties with graduate programs are represented in this dataset. It is important to note, however, that some programs will appear to be carrying a comparatively low faculty to course-based student ratio. These include programs in faculties with large course-based master's programs, such as the MBA in the School of Business; most graduate programs in the Faculty of Rehabilitation Medicine; and a substantial proportion of graduate offerings in Engineering.

It is important to note that such course-based programs require a different level of student-faculty interaction as compared to Thesis-based programming. Cross-faculty comparisons in such cases are not likely to be informative; trends within Faculties will be more meaningful.

1.3. Graduate/Undergraduate Enrolment Comparison

Over the last seven years, graduate students have comprised roughly 20% of the total student population at the University of Alberta. Table 4 highlights the balance of graduate to undergraduate students among individual Faculties.

Table 4. Percentage of graduate students out of total number of all students, by Faculty

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %	Total	Grad %
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24	2186	22	2250	21	2146	23
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10	7414	9	7663	9	7464	10
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0	995	0	1018	0	945	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26	2906	25	2938	24	3751	19
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3	846	4	782	5	712	4
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25	3994	24	4057	24	4019	26
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27	6472	26	6511	26	6384	26
Extension	55	100	55	100	60	100	54	100	51	100	68	100	77	100	8	100	3	100
FGSR*			22	100	26	100	23	100	31	100	38	100	7	100	26	100	17	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12	1187	12	1320	11	1439	9
Law	537	2	561	2	577	2	572	2	580	2	579	2	566	3	588	3	587	3
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35	1629	35	1670	37	1679	37
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12	212	15	225	11	216	14
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12	1537	13	1620	14	1647	13
Open Studies			1054	0	1120	0	1238	0	1326	0	1434	0	1069	0	1079	0	1292	0
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7	613	6	625	8	644	7
Public Health	289	100	262	100	241	100	246	100	246	100	253	100	286	100	325	100	327	100
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100	997	100	1006	100	976	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17	8398	15	8633	16	8852	15
TOTAL	37761	20	36854	20	37326	20	38450	20	39095	20	39687	21	41391	20	42344	20	43100	20

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Percentages rounded to the nearest whole number. Totals include all students (graduate, undergraduate)

*The students listed under FGSR include Visiting or Western Deans Arrangement Students who aren't affiliated with a specific faculty.

These ratios offer insights into the potential capacity of individual Faculties to be supported by graduate students for both undergraduate teaching and research activities. In the case of most Faculties, the rates have remained relatively consistent over time.

There are, however, key exceptions. These include Native Studies, where the proportion of graduate students continues to grow following the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 13% since Fall 2016 (see Table 4).

1.4. Graduate Students by Citizenship

International graduate students (i.e. students on a student visa, work permit, or study permit) make up 41.7% of our total enrolments, which is the largest ever percentage, and shows marked growth and recovery after a slight COVID dip in the Fall of 2020. The number would have been higher except for about 300 immigration-related deferrals in Fall 2022.

As Table 5 shows, international students are distributed unevenly across Faculties, the table does, however, reveal that Faculty-specific international student participation continues to move upward in 2022-2023. This year saw increases in every faculty except for Public Health and Rehabilitation Medicine, with the sharpest increase in the Faculty of Law, which nearly doubled its percentage of international students. The number of international graduate students studying in the School of Business also continues to increase, partially due to programs delivered in Mandarin in Shanghai and Shenzhen.

Table 5. Percentage of international students by Faculty

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	49.1	51.7	51.2	52.8	50.0	50.1	50.8	51.9	53.5
Arts	32.9	32.4	33.8	33.8	36.9	37.8	36.2	38.3	40.6
Business	31.6	33.0	25.9	28.5	37.4	45.2	38.9	47.4	55.2
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5	3.1	5.3	6.5
Education	8.9	9.0	7.1	6.6	7.5	7.9	6.9	8.4	11.1
Engineering	63.0	63.7	61.3	62.2	66.1	71.2	67.3	70.1	72.9
Extension	3.6	3.6	3.3	3.7	9.8	8.8	13.0	12.5	33.3
KSR	20.2	21.7	19.8	18.4	21.3	19.4	15.8	15.0	17.1
Law	18.2	25.0	28.6	9.1	20.0	23.1	11.8	11.8	22.2
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5	30.7	31.4	33.0
Native Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	15.0	16.0	20.2	18.3	18.6	19.9	18.7	12.4	16.1
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1	59.0	54.7	56.3
Public Health	12.5	11.1	10.8	10.2	11.4	15.0	21.3	23.4	23.2
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2	3.1	3.2	3.2
Science	51.5	50.9	53.4	53.3	54.3	56.3	54.4	56.8	59.2
TOTAL	35.1	34.5	33.7	34.8	37.0	39.8	36.9	39.3	41.7

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2022

In this chart, International Students do not include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident.

Overall, the number of international graduate students has increased by 19.83% over the past 5 years (comparing Fall 2017 to Fall 2022).

It is also noteworthy that the international graduate student population is more diverse than the undergraduate student population in terms of country of origin. In all, graduate students come from more than 160 countries (though the majority of those countries are represented by comparatively few students).

Table 6. Top 20 source countries by student citizenship

2022 Rank	Country of Citizenship	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% of total
1	Canada	4336	4356	4321	4494	4428	4295	50.99
	*Permanent Residents	664	667	630	682	678	616	7.31
2	China	867	1032	1120	1064	1147	1153	13.69
3	Iran	304	308	382	373	425	511	6.07
4	India	257	337	420	342	410	482	5.72
5	Bangladesh	69	92	134	131	165	163	1.93
6	United States	140	136	132	118	116	113	1.34
7	Nigeria	45	53	64	68	73	78	0.93
8	Brazil	85	89	80	77	66	73	0.87
9	Pakistan	52	65	70	62	61	66	0.78
10	Mexico	72	82	88	76	73	66	0.78
11	Egypt	47	47	59	52	59	59	0.7
12	Colombia	47	42	39	45	43	58	0.69
13	Ghana	32	32	42	45	49	42	0.5
14	Sri Lanka	18	15	14	16	27	42	0.5
15	Korea, Republic of	31	29	30	31	26	27	0.32
16	Hong Kong	14	10	9	12	12	26	0.31
17	Nepal	14	23	25	25	26	26	0.31
18	Philippines	5	7	9	7	14	25	0.3
19	Ukraine	23	18	15	17	15	25	0.3
20	Turkey	17	18	19	21	25	24	0.28
<i>Other Countries</i>								5.38
TOTAL		7668	7971	8225	8204	8414	8424	100 %

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022

Students are classified as either Domestic or International for purposes of fee assessments. In this table Domestic numbers include both Canadian and Permanent Resident totals. Students who are classified as Permanent Residents may hold citizenship in other countries; however, they are not counted in the totals for rows 2-20. Since their status has changed, they are no longer considered international students and they pay domestic fees and are included in the domestic totals.

Three countries that were in the top 20 in 2021 have been edged off - Germany, Vietnam, and Saudi Arabia. They were replaced in the top 20 this year by Hong Kong, Philippines, and the Ukraine. As the number of students for the countries in the bottom half are small, those countries tend to fluctuate a bit depending on the year, so it is perhaps more telling to see the newcomers on the list, and those that continue to be on the list over several years.

The population of grad students from the Ukraine is likely higher due to the war in that country and the supports and measures recently implemented by the University of Alberta both at the institutional level and within departments.

The percentage of Canadian students has decreased from 56.5% in 2017 to 50.99% in 2022, along with the percentage of Permanent Residence students which has been steadily decreasing over the past years, and has changed from 8.31% in 2020 to 7.31% in 2022.

Table 6 shows the 20 countries with the largest numbers of citizens enrolled at the university (by headcount) from 2017 to 2022. The 19 countries listed (without Canada) represent 41.7% of the graduate student headcount for Fall 2022. While the positions of the countries on this list have varied over time, China, Iran, and India have occupied the top three spots for over a decade. After trending downward in the Fall of 2020, enrolment numbers from all three countries have since recovered, with an especially large increase from Iran this year.

1.5. Sponsored Students

Sponsored students are international students who are either partially or fully supported by their governments, national or multinational companies, or third-party entities such as the Fulbright Program.³

Table 7. Citizenship of sponsored graduate students

Country	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021- 2022	2022- 2023*	TOTAL
China	29	39	27	49	30	29	32	38	37	38	32	34	414
Saudi Arabia	18	24	13	18	11	16	10	1	0	0	1	2	114
Mexico	4	9	4	6	14	11	24	16	8	1	3	5	105
Columbia	3	2	3	4	6	4	4	4	2	1	5	10	48
Libya	0	3	5	10	7	2	2	4	2	2	0	2	39
Pakistan	4	2	0	0	0	4	0	4	0	0	6	17	37
Brazil	2	3	1	9	6	0	5	1	0	0	1	0	28
Vietnam	8	4	5	2	4	0	1	1	0	0	0	0	25
Chile	6	2	1	0	0	3	2	2	3	3	0	1	23
Yemen	0	0	0	0	0	1	8	1	7	3	0	1	21
Kazakhstan	1	3	2	0	0	1	4	2	4	1	0	0	18
Other	10	10	10	9	17	17	12	20	15	12	18	13	163
TOTAL	85	101	71	107	95	88	104	94	78	61	66	85	1035

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart– January 23, 2023

Notes: 1)

*Each academic year indicates the number of **new** sponsored students from that country, as of the Winter semester.

Sponsored students come to the U of A from 34 different countries, the most common of which are listed in sequence in Table 7.⁴

The number of sponsored students varies from year to year, mainly as a result of factors beyond our control, such as political and economic changes in students' home countries, and changes in diplomatic relationships between Canada and those nations.⁵

As of Winter 2023, 318 sponsored graduate students are registered at the University of Alberta, accounting for 9.2% of our international student enrolment.⁶

³ Support normally includes tuition, associated fees, and living expenses for the duration of the student's degree program. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

⁴ The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council. This program provides scholarships of up to four years of study in any field for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta.

⁵ The average scholarship lengths are 2 years for Masters students, and 4 years for PhD students. .

⁶ There are 3470 international students registered in the Winter 2023 term.

1.6. Enrolment by Gender

Table 8, and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs, with the exception of certificate students.⁷ As in previous years, women outnumber men overall in graduate studies. While our systems currently only provide info on the four categories below, we are able to provide some additional information from the 2022 CGPSS survey. The data is not complete, but shows the breakdown for the 2547 respondents who answered the question, “With what gender do you identify?”:

	Number	Percent
Female	1443	56.7
Male	989	38.8
Non-binary	47	1.9
Transgender	11	0.4
Two-spirit	5	0.2
Another gender identity	8	0.3
I prefer not to respond	44	1.7

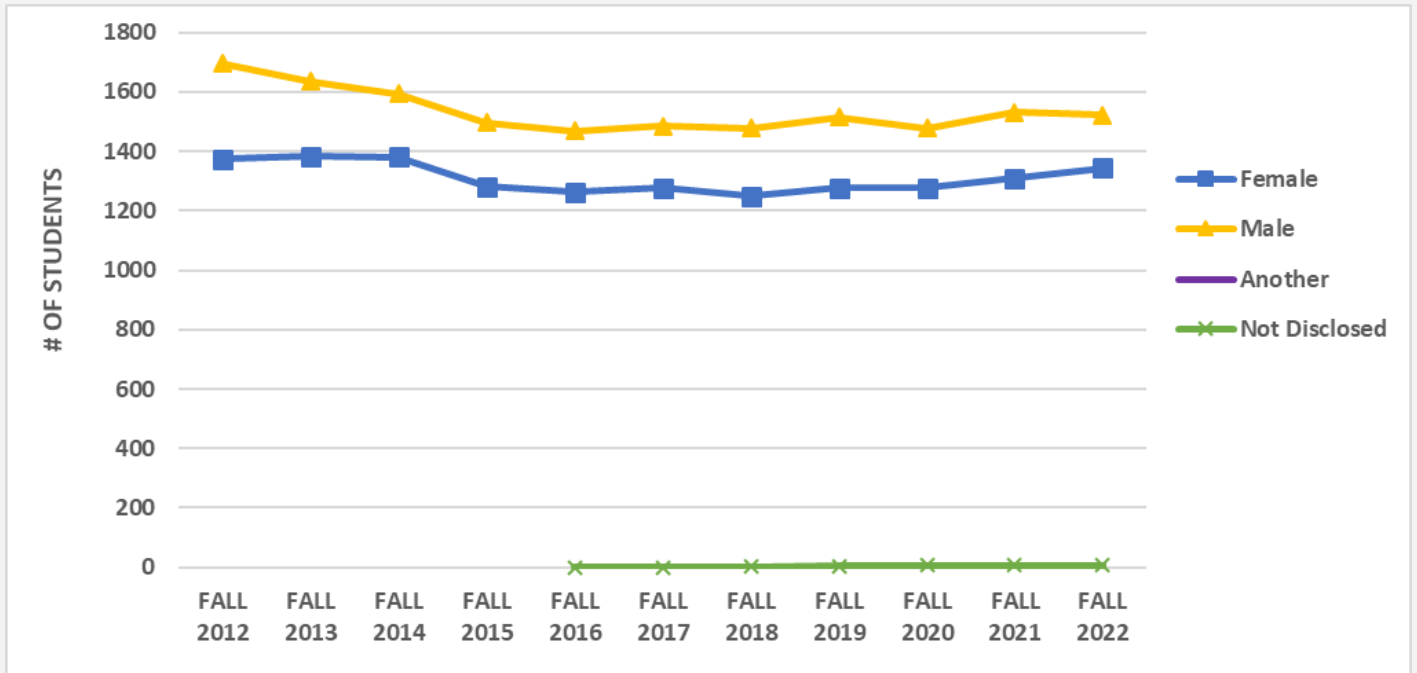
Table 8. Fall term graduate enrolment by gender

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% of Total
Female	3840	3945	3977	3967	3828	3999	4021	4174	4342	4416	4554	4602	54.62
Male	3634	3653	3687	3605	3376	3457	3640	3788	3867	3763	3829	3788	44.97
Another									6	14	21	26	0.31
Not Disclosed						2	7	9	10	11	10	8	0.90

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

⁷ Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance.

Figure 9. Doctoral enrolment by gender

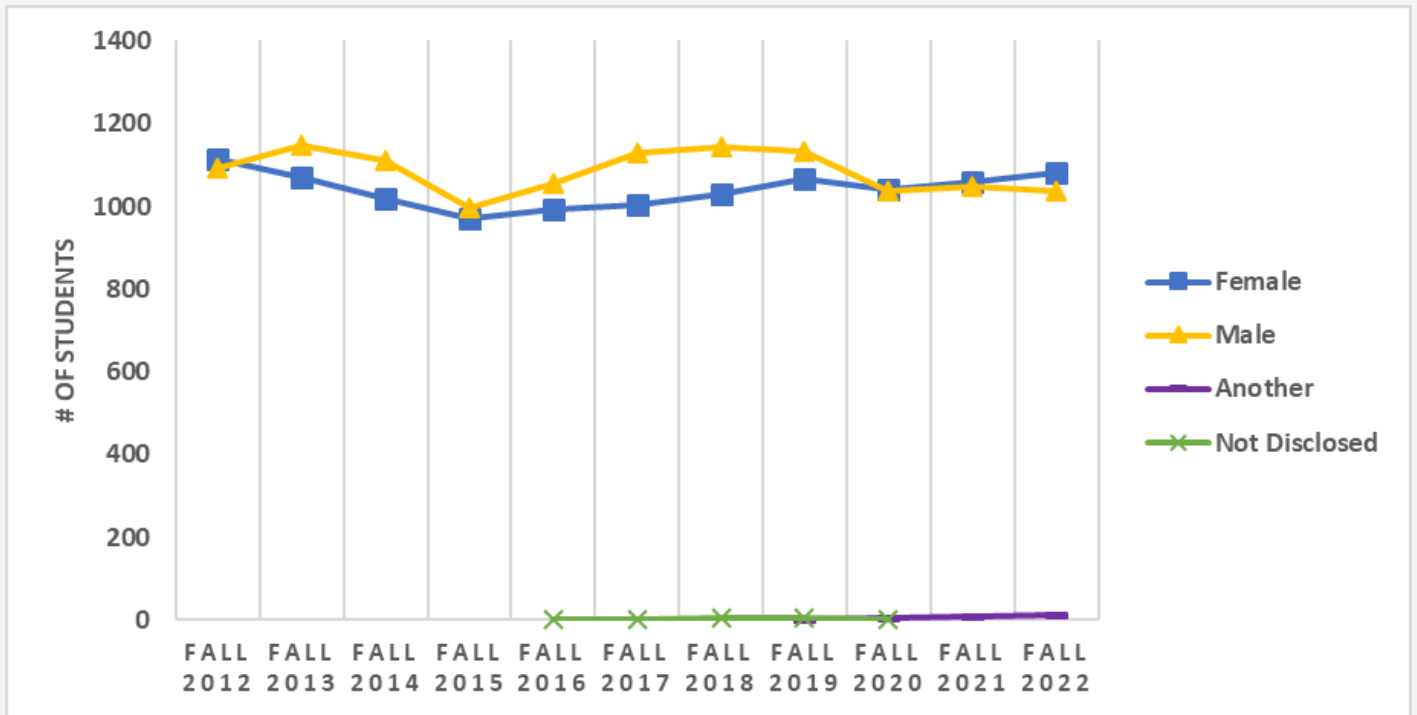


Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men continue to account for a higher percentage of U of A doctoral students than women. The percentage of doctoral students who are female currently stands at 46.7% (while male students comprise 52.9% of the doctoral student population, a ratio of 1.13 males to every female). The percentage of doctoral students who identified as “Another” or “Not Disclosed” is 0.38%.

The percentage of female doctoral studies is very slowly increasing, as in Fall 2012, it was 44.7%. The percentage of persons using the “Another” or “Not Disclosed” categorization is also increasing slowly for PhD Students from 0.21% in Fall 2019.

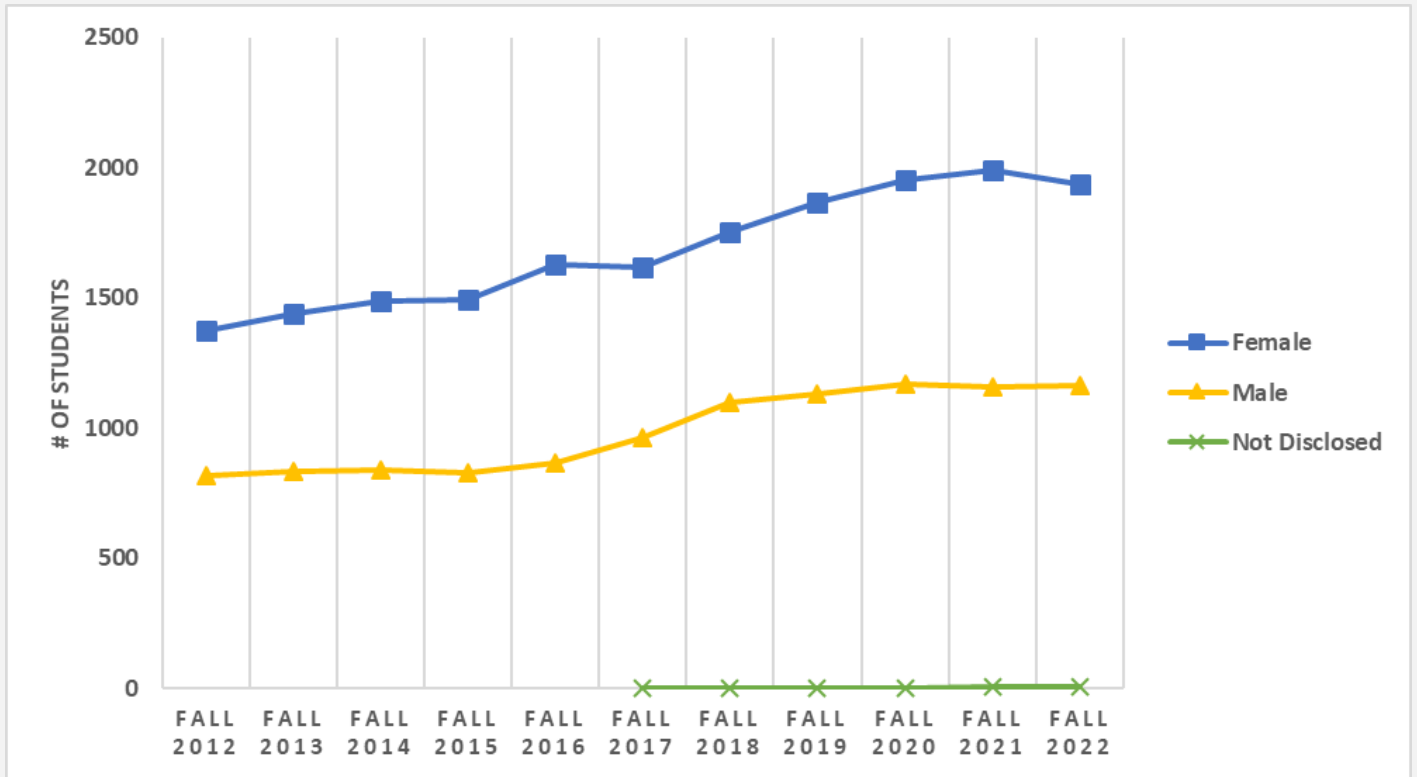
Figure 10. Thesis-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Within thesis-based master's programs, the figures indicate near gender parity, with women accounting for 50.7% of enrolments, while male registrants comprise 48.7% (see Figure 10). In the Fall of 2022, 0.5% noted "Another" or "Not Disclosed".

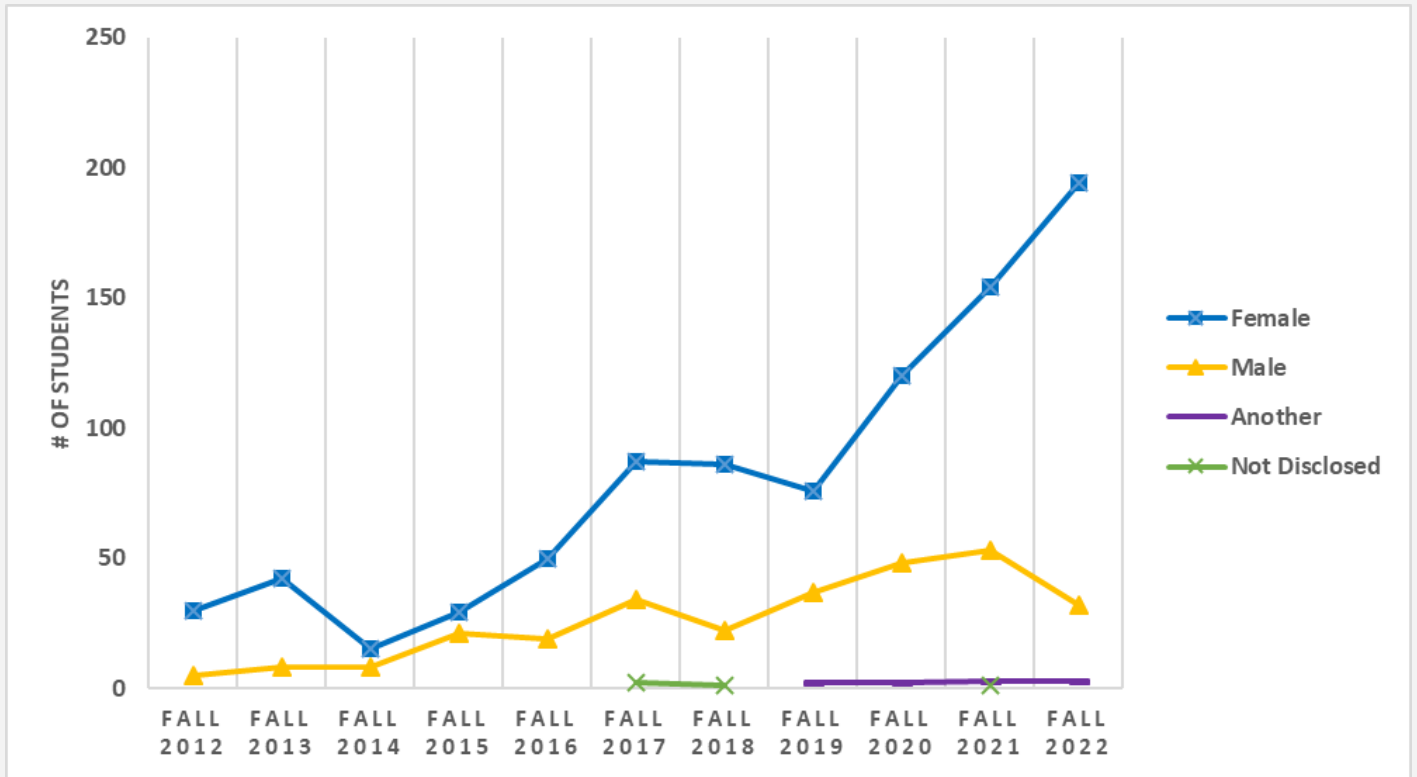
Figure 11. Course-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

The situation is very different in our course-based master's programs, where the majority of registrants are women (62.3%) compared to men (37.4%).

Figure 12. Certificate enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

While in the other three categories of students male and female are much closer, the widening gap between male and female is very evident for certificate students.

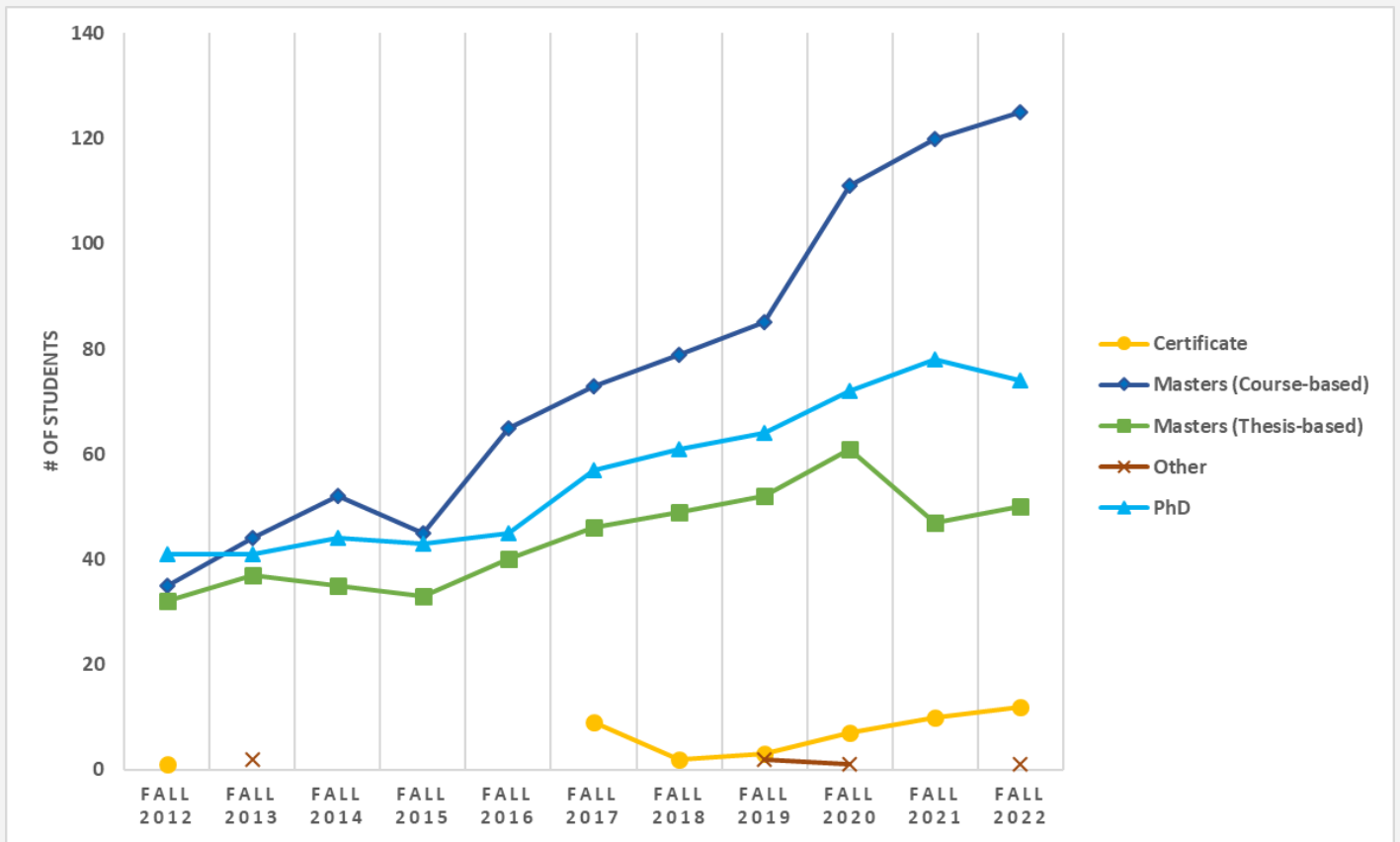
Overall, the University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions who participate in the Canadian Graduate and Professional Student Survey (CGPSS).

1.7. Indigenous Student Enrolment

It is exciting to report that the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit continues to increase: 262 students in 2023, in comparison to 109 in Fall 2012 (see Figure 13), and a 2.7% increase between 2021 and 2022 alone.⁸ This figure reflects 3.1% of the overall graduate student population.

While the upward trend is reflected in registrations in most program categories, the most dramatic increase this year is in Certificate registrations, which increased from three to seven students since 2020. Following that, the greatest increase is in course-based master's programs, in which Indigenous enrolment increased by 30.6% from Fall 2019 rates. This confirms a sense that certificates ought to be regarded as a valuable pathway into graduate studies for some students.

Figure 13. First Nations, Métis and Inuit student enrolment



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Note: "Other" includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

⁸ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2022

Program Faculty	PhD	Master's Thesis	Master's Course	Certificate and Other
ALES	*	10	*	
Arts	12	10	*	
Business	*		6	
CSJ			*	
Education	24	*	65	7
Engineering	*			
KSR	*	*	*	*
Law	*			
Medicine & Dentistry	*	*		
Native Studies	17	7		
Nursing	5	*		
Pharmacy		*		
Public Health	*	*	7	
Rehabilitation Medicine	*		39	*
Science	*	13		
<i>Combined * Faculties</i>	16	10	8	6
Total	74	50	125	13

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2022.

Note: For protection of privacy, all numbers under 5 are reported as * and no totals are provided.

Note: "Other" includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

The distribution of Indigenous students from within Canada varies across Faculties at the University of Alberta. Table 9 highlights those Faculties with the highest frequencies of Indigenous graduate student enrolments. The PhD total has increased to 74 from 72 in 2020, and the Course-based Masters has increased to 125 from 111 in 2020. The number of Thesis-based Masters has decreased by 11 students over the same period.

2. APPLICATIONS AND ADMISSIONS

In 2021-22, the University of Alberta received 17,701 graduate student applications, which is the largest number recorded since the current graduate admissions system was implemented in 2017 (see Figure 14).⁹ It is an 11.86% increase from the 20-21 to 21-22 cycle. While the 22-23 cycle has not yet concluded, with 13,416 in the first part of the cycle, we could be at another all time high.

The increase in application numbers, despite the challenges presented by a global pandemic over the past couple years, along with study and visa permit issues this year, might be counter-intuitive. It merits further study and analysis.

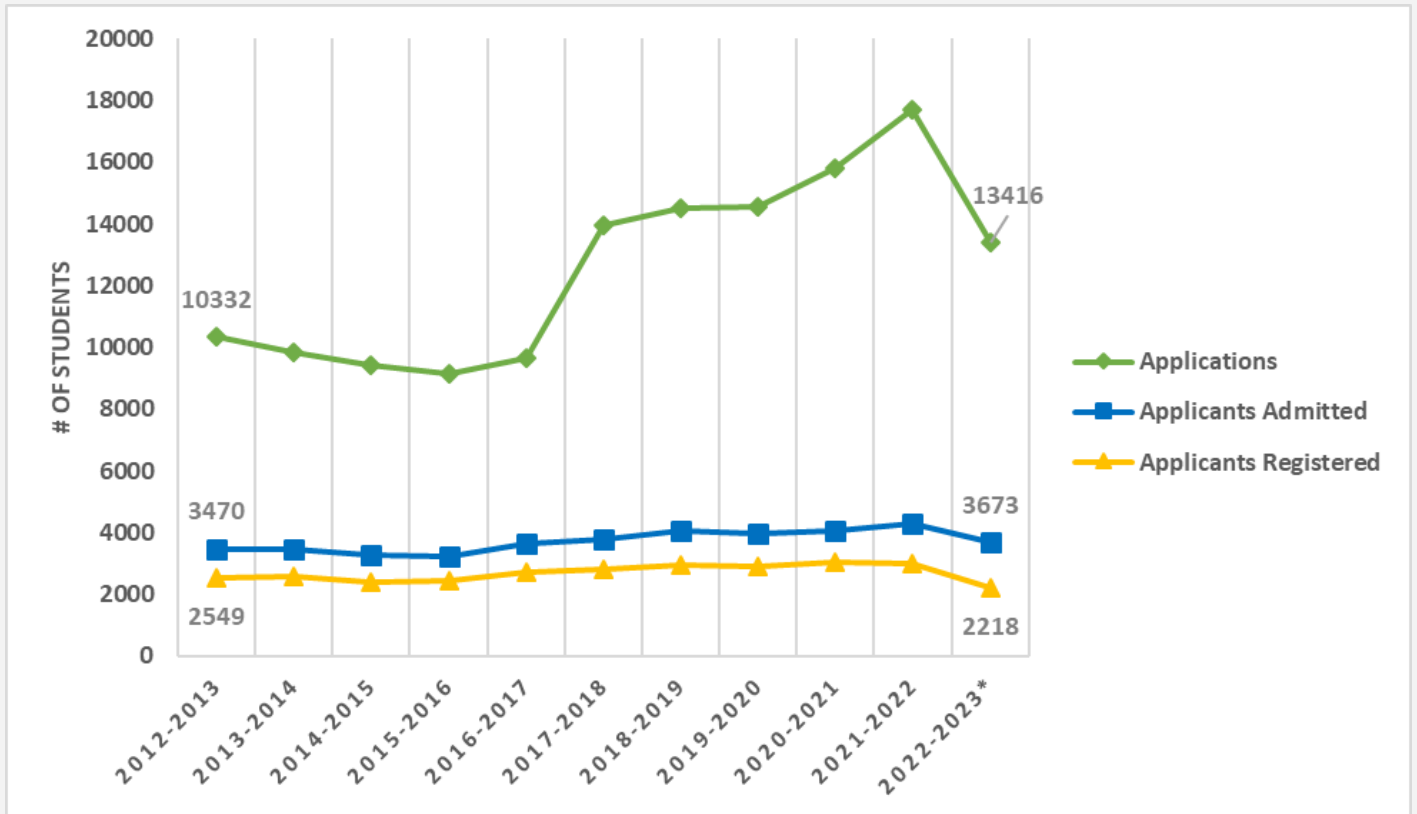
2.1. Graduate Admissions

It is important to note that, unlike the vast majority of undergraduate students, many graduate students do not start their programs in the Fall term. While the average over the past 22 years, shows that 22.3% of graduate students start in a term other than fall, that number has been higher over the past several years (29.7% in 2018 - 2019, 28.3% in 2019-2020, 33.8% in 2020-2021, and 31% in 2021-2022)¹⁰ As a result, in the illustrations that follow (Figures 13 to 16), we have presented provisional 2022-2023 data* based on figures currently available in PeopleSoft Campus Solutions.

⁹ When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to U of A graduate programs than we did prior to that time. This is partly due to the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, departments would sometimes pre-screen applicants and those applications that were not recommended for admission were not forwarded to FGSR for processing. Migration to the new system allows the university to better understand the true demand for our programs, which is a key measure for our quality assurance processes. All applications processed in the new system are included in this analysis.

¹⁰ The use of Peoplesoft to record began 22 years ago.

Figure 14. Total number of admissions to graduate programs



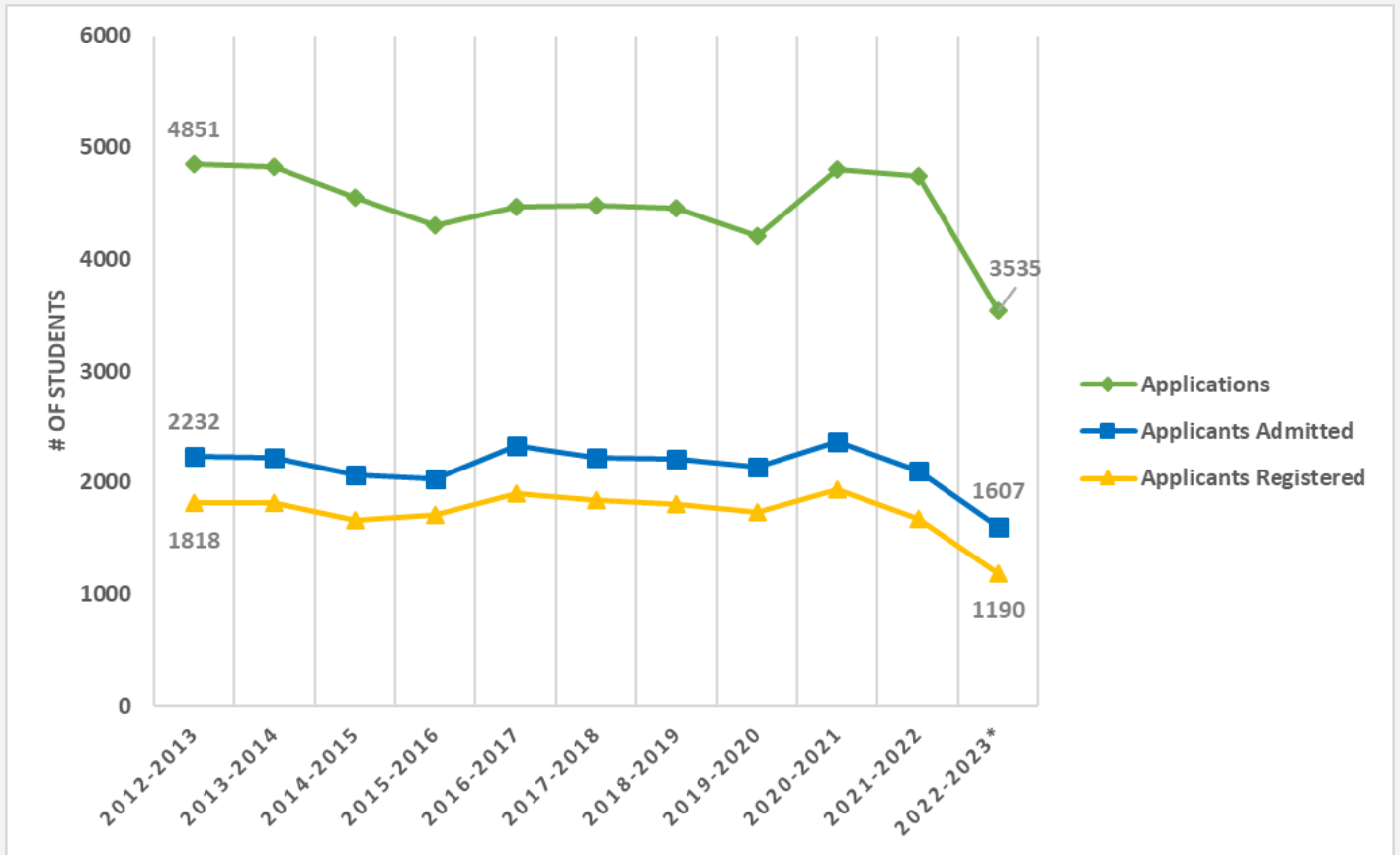
Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of late December 2022.

The first of these, Figure 14, illustrates the total number of applications for admission to graduate programs, the number of admissions offered, and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

As the table reveals, admission to University of Alberta graduate programs remains competitive. Only 27.4% of applications in 2022-23 resulted in an offer of admission, but this number is not complete yet. In 2020-2021, 25.6% of applications resulted in an offer of admission, while in 2021-22, 24.3% resulted in an offer of admission. These numbers are below the rates from the years of 2012 to 2017 which ranged from 33.5 - 37.5%.

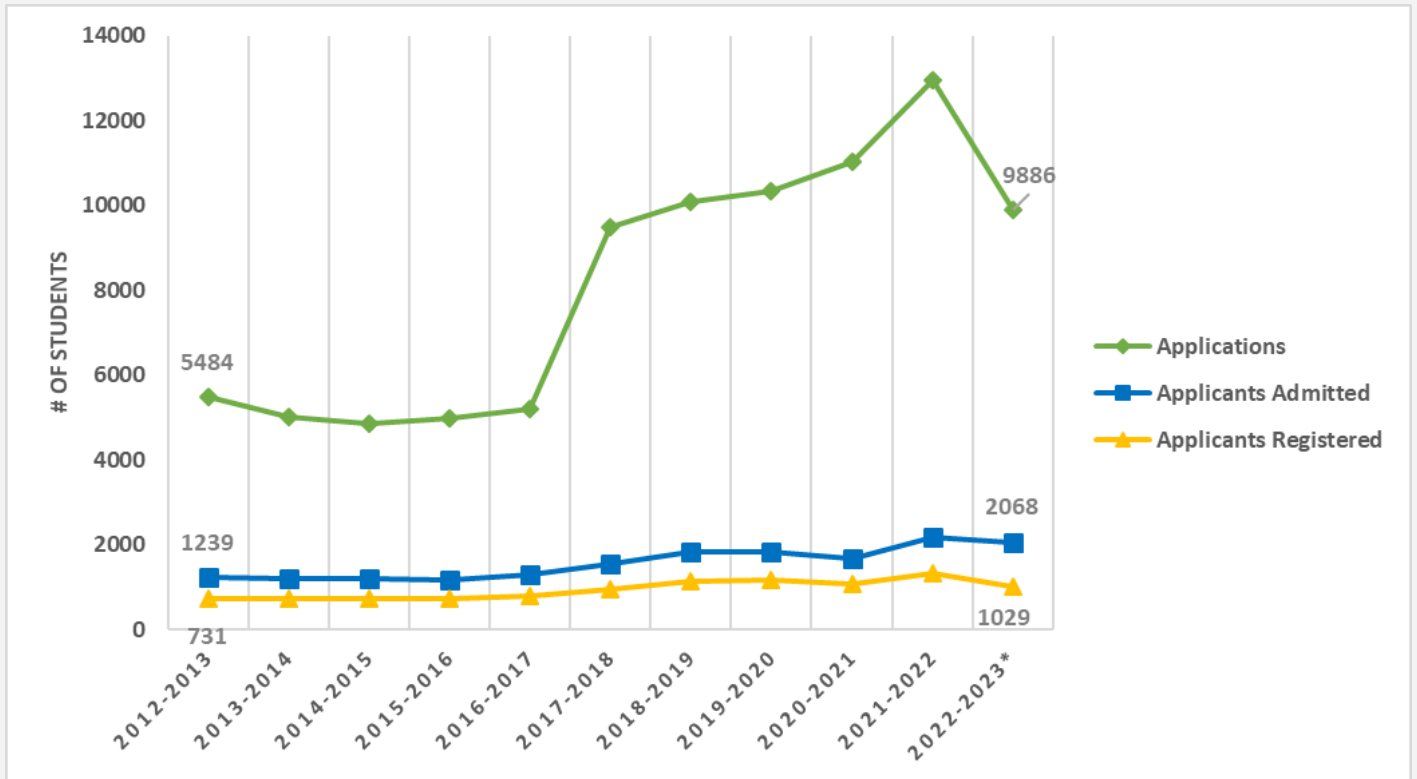
The overall yield rate (that is, the proportion of admitted applicants who registered in graduate studies) currently stands at 60.4% for 2022-23. (Note, however, that 2022-23 figures do not yet include data from the Spring and Summer terms, which may allow for a more precise comparison with last year's overall yield rate [70].) However, the trend does require further investigation as the yield rate between the years 2012 and 2021 was typically between 73 and 75%.

Figure 15. Domestic graduate admissions



Source: FGSR internal script with data extracted from Peoplesoft Campus Solutions database as of late December 2022.

Figure 16. International graduate student applications and admissions

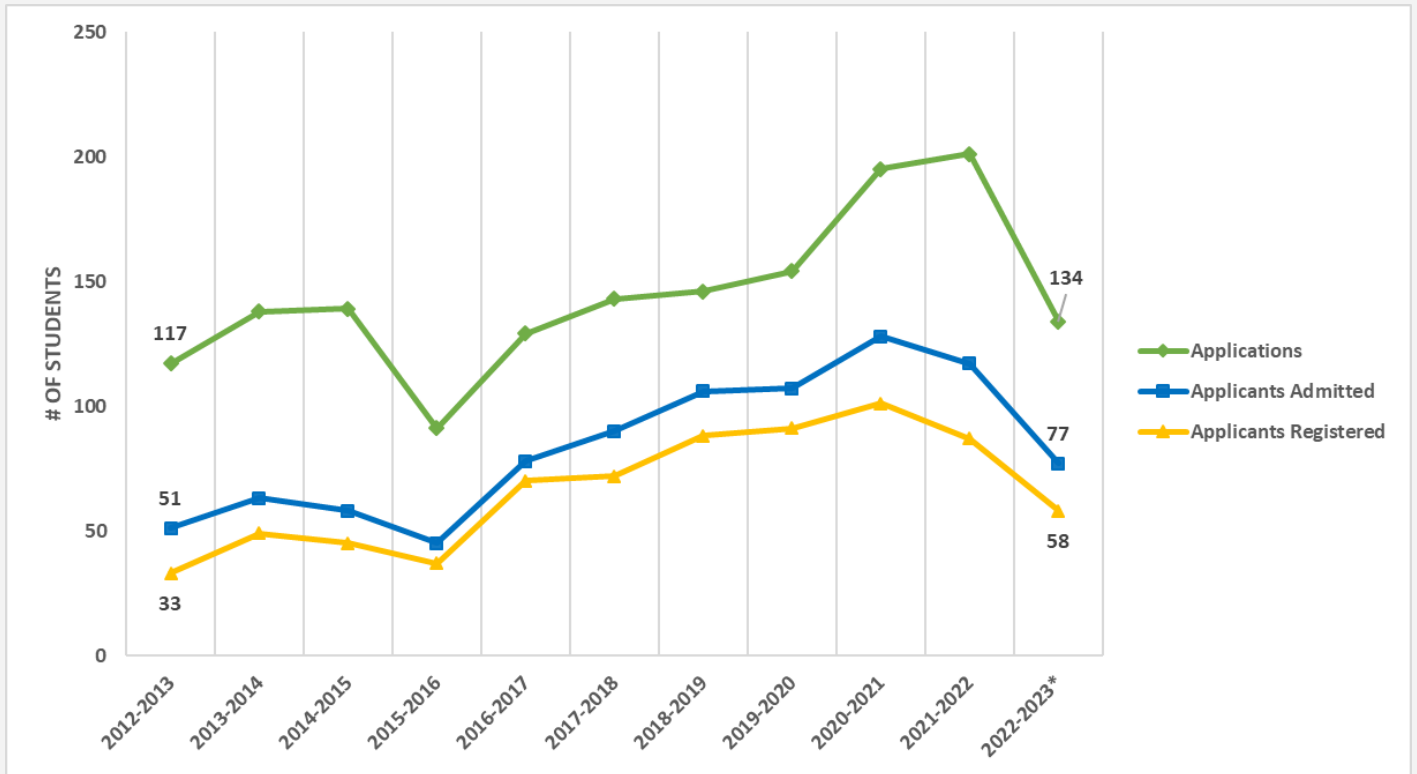


Source: FGSR Internal Script with Data Extracted From Peoplesoft Campus Solutions as of late December 2022.

For their part, international applicants (i.e. students seeking to attend the university on a study/work visa) continue to make up a large part of the total graduate applicant pool. International applications have more than doubled in ten years (a 136% increase), reaching their highest-ever level in 2021-22 (see Figure 16).

Since admission rates remain relatively constant, these data suggest that demand for our programs continues to be strong among students in several parts of the world. It is interesting to also note that despite the challenges of COVID, and a smaller number of international registrants in 2020-21, the number has rebounded to the highest it has ever been with 1340 international registrations in 2021-22, (which is an increase from 1180 in 2019-20). While the 2022-23 cycle is not complete yet, we anticipate that the travel and immigration documentation issues will have an effect on this year's numbers, especially when considered with the high volume of deferrals in both Fall 2022 and Winter 2023 (over 600).

Figure 17. First Nations, Métis and Inuit student applications and admissions.



Source: FGSR Internal Script with Data extracted from peoplesoft Campus Solutions as of late December 2022.

The figures related to applications from Indigenous students tell an equally positive story.

As Figure 17 reveals, the gap between applications and admissions is smaller than among non-Indigenous students: 57.5% of applications from Indigenous students living within Canada are admitted, as opposed to 27.4% overall.¹¹

Although the applicant pool is proportionately smaller with year-over-year fluctuations in total numbers, the broadly positive 10-year trend in both qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and support opportunities to recruit and support Indigenous students. For example, FGSR worked with the office of the Vice-Provost Indigenous (Research and Programming) to establish a SAGE (Supporting Aboriginal Graduate Enhancement) pod. SAGE is an Indigenous-led graduate student mentoring program that aims to create a sense of community and support across the campus community.¹²

¹¹ Both numbers are not yet complete for the 2022-23 cycle, but are comparing the same time period.

¹² For more on the SAGE program, see <https://www.ualberta.ca/graduate-studies/current-students/sage.html>.

2.2. Admissions Grade Point Average

The Admissions Grade Point Average (AGPA)¹³ is a core eligibility criterion for graduate admissions, although it is rarely a final determining factor as there are other elements to consider including letters of reference, statements of interest, CVs, and so forth.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. These figures illustrate consistently high entry AGPAs over the last decade.¹⁴

Among doctoral applicants, this year's average AGPA is just slightly below the decade-long high of 3.72 from 2019-20:

Table 10. Doctoral average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.70	838	562	67%
2010-11	3.71	784	535	68%
2011-12	3.68	783	521	67%
2012-13	3.67	795	544	68%
2013-14	3.65	673	477	71%
2014-15	3.65	680	470	69%
2015-16	3.66	640	470	73%
2016-17	3.69	624	442	71%
2017-18	3.67	676	489	72%
2018-19	3.67	687	489	71%
2019-20	3.72	709	512	72%
2020-21	3.69	602	482	80%
2021-22	3.68	631	459	73%
2022-23*	3.68	622	371	60%

Source: FGSR Internal Script with data from Peoplesoft Campus solutions as of late December 2022.

NOTE: 2022-2023 numbers are not yet complete.

¹³ The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. The AGPAs of the applicants who were not admitted are unknown to FGSR.

¹⁴ This section considers only those students in doctoral and master's programs. Students in other program categories (qualifying and visiting students) and those registered in post-master's certificate and graduate certificate programs are not included.

For their part, master's level applicants presented the highest average AGPA in the years noted. In the case of applicants to thesis-based master's programs, this was a new peak of 3.68 for the 2021-22 year:

Table 11. Thesis-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.60	1144	815	71%
2010-11	3.59	999	706	71%
2011-12	3.60	1042	747	72%
2012-13	3.59	1071	787	73%
2013-14	3.59	1036	763	74%
2014-15	3.61	1028	758	74%
2015-16	3.60	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1081	825	76%
2019-20	3.64	1044	781	75%
2020-21	3.66	991	766	77%
2021-22	3.68	1058	788	74%
2022-23*	3.69	929	639	69%

Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

Applicants to course-based master's programs, presented a higher than average AGPA of 3.62 in 2022-23, showing a trend of increase over the past 10 years:

Table 12. Course-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1233	899	73%
2009-10	3.51	1459	1033	71%
2010-11	3.54	1489	1046	70%
2011-12	3.49	1519	1113	73%
2012-13	3.50	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.52	1298	977	75%
2015-16	3.54	1315	994	76%
2016-17	3.51	1613	1190	74%
2017-18	3.53	1687	1238	73%
2018-19	3.56	1921	1381	72%
2019-20	3.56	1888	1357	72%
2020-21	3.56	2056	1464	71%
2021-22	3.59	2145	1406	66%
2022-23*	3.62	1837	983	54%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

Newly added for this report, Table 13 shares the same data for graduate certificate students over the past several years.

Table 13. Certificate average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2012-13	3.55	50	28	56%
2013-14	3.47	55	43	78%
2014-15	3.05	54	36	67%
2015-16	3.80	77	62	81%
2016-17	3.83	103	69	67%
2017-18	3.37	140	103	74%
2018-19	3.37	111	85	77%
2019-20	3.32	159	134	84%
2020-21	3.35	217	180	83%
2021-22	3.35	254	206	81%
2022-23*	3.43	178	135	76%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of late December 2022.

Note that 2022 - 2023 numbers are preliminary and do not include all terms.

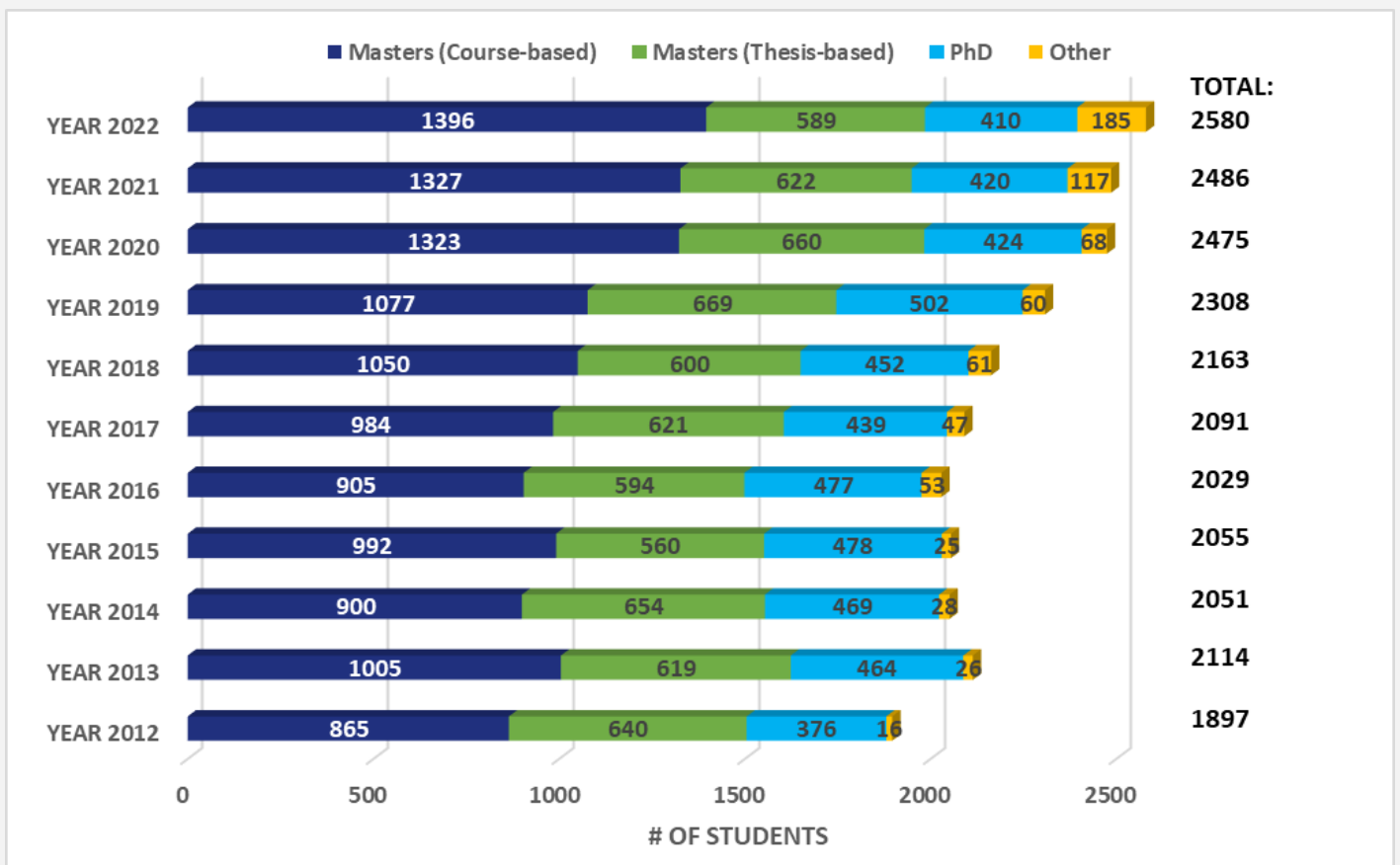
3. MEASURES OF PROGRAM SUCCESS

This section provides information on three key measures of program success: graduate degrees granted, average completion time, and rates of attrition. The first two measures are reported by graduating cohort, and include all individuals who graduate in a given calendar year.¹⁵

3.1. Graduate Degrees Granted

The University of Alberta saw a record number of graduate students convocate in 2022 in comparison to the previous ten years.

Figure 18. Convocants by degree



Source: FGSR Internal Script with Data extracted from Peoplesoft campus Solutions as of December 2022.

Convocant numbers continue to rise in total, with the increases in certificate and Masters (Course-based) graduates and a slight drop in PhD and Masters (Thesis-based) students.

¹⁵ Note that the parameters for convocation numbers include the two convocations each year, in Spring and Fall. Therefore, the numbers cannot be precisely correlated with admissions numbers, which are based on the academic year. This provides the most accurate picture of completion times based on the available information.

3.2. Completion Time

A second key measure of success is the time to completion. For the purpose of those data presented below, *completion time* is defined as the period from a student's first registration date to their program completion date.

Leaves of absence do skew overall completion times as they are not factored in, at present, to the data as presented. A leave of absence has the effect of pausing a student's time in program as they are officially approved to stop working on it for various reasons (e.g. parental leave, compassionate/medical leave). In some instances, a student may have multiple leaves or one leave that is extended as the reason for the leave has not been resolved within the original approved request.

Further, with the impacts of the COVID-19 pandemic and resulting restrictions on university research, international travel, and VISA processing delays, graduate students were eligible to take special leaves of absence when it was clear they could not progress in their programs through no fault of their own. The impacts of the pandemic are not yet fully understood and likely won't be measurable for a few more years to understand the nature and degree of their effects on graduate program completion times.

It is also important to note that the leave of absence policy changed in 2020, and going forward if a student chooses to take a leave of absence (3.2.2), only certain types of leaves will count toward completion time.¹⁶

3.2.1 Average Completion Time

In 2022, recipients of doctoral degrees had taken on average 5.73 years to complete their studies. Those in thesis-based masters programs had required on average 2.86 years, while those in course-based masters programs had taken 2.15 years.¹⁷

While these rates broadly reflect the trends witnessed in previous years, a few observations emerge. The first is that average completion times for students in our doctoral programs are not tracking downward; in fact, they appear to be increasing, and holding steady at what is considered to be the high end for average doctoral program completion times, which are now close to the FGSR expectation of six years. The second is that the effects of the COVID pandemic, and the implications to research based students who were unable to complete field work during that period, for example, may be showing up this year and will continue to be evident for the next few years.

¹⁶ In the 2020-21 calendar, the approved leaves of absence categories were revised to include regular, exceptional, parental, and professional leaves. Only the regular leave period counts towards the completion time for a student's program of study; the other leave types do not contribute to the student's formal completion time.

¹⁷ Note that figures appearing here differ from those reported in previous enrolment reports. In 2020, the methodology used to calculate completion times was revised. The new calculation is more accurate in that it measures individual students' completion time from the admission term (date of first term of attendance) to the end date of the completion term listed on the student's transcript (instead of convocation date).

Table 14. Average completion time in years by degree type

Convocation Year	PhD	Masters (Thesis-Based)	Masters (Course-based)	Certificate
2012	5.68	2.75	2.32	1.83
2013	5.65	2.69	2.34	2.18
2014	5.54	2.72	2.28	2.51
2015	5.65	2.68	2.28	2.16
2016	5.61	2.74	2.34	2.68
2017	5.63	2.74	2.38	2.41
2018	5.62	2.68	2.21	1.62
2019	5.64	2.62	2.28	2.24
2020	5.70	2.68	2.15	2.12
2021	5.59	2.74	2.16	1.90
2022	5.73	2.86	2.15	1.74

Source: FGSR internal script using data extracted from Peoplesoft Campus Solutions as of December 2022

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

The average completion times for students in course-based masters programs remain markedly shorter than for those in thesis-based masters programs. This may be because there are more international students registered in these programs. They consistently complete their programs in less time than domestic students, year over year, in every type of degree program:

Table 15. Average completion times in years by citizenship

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)		Certificate	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International
2012	5.83	4.79	2.85	2.5	2.45	1.72	1.51	
2013	5.8	4.98	2.86	2.39	2.46	1.71	1.09	0.26
2014	5.78	4.82	2.87	2.44	2.38	1.69	2.18	
2015	5.87	5.00	2.88	2.41	2.43	1.65	1.84	2.76
2016	5.85	5.04	2.87	2.5	2.53	1.65	2.6	2.36
2017	5.97	4.97	2.84	2.55	2.54	1.69	2.46	1.44
2018	5.89	5.14	2.74	2.58	2.4	1.52	1.58	2.22
2019	5.99	5.11	2.74	2.41	2.45	1.67	2.21	3.28
2020	6.18	5.0	2.75	2.55	2.45	1.62	2.09	1.83
2021	6.07	5.06	2.82	2.62	2.42	1.63	1.85	1.86
2022	6.16	5.27	3.02	2.67	2.37	1.61	1.74	1.79

Source: FGSR internal script with data extracted from peoplesoft campus solutions as of December 2022

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

3.2.2 Leaves of Absence

We expected that a larger number of students would need to take an exceptional leave of absence¹⁸ due to the complications posed by the COVID-19 pandemic during the 2020 and 2021 years. However, it appears that students were largely able to continue progressing, even if at a slower pace. We believe that these challenges are slowly being reflected in an increased time to completion this year, and over the coming years (see 3.3).

Table 16. Average LOA (in years) by degree type

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.88	19
2010	0.71	21	0.62	14	0.86	19
2011	0.67	30	0.58	14	0.85	13
2012	0.55	25	0.52	14	0.86	22
2013	0.76	31	0.69	13	0.78	18
2014	0.70	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.77	49	0.70	20	0.98	32
2017	0.82	44	0.67	24	0.99	25
2018	0.79	43	0.80	29	0.79	17
2019	0.80	55	0.49	31	0.93	19
2020	0.75	48	0.63	32	0.84	26
2021	0.81	53	0.56	39	0.77	27
2022	0.73	50	0.52	39	0.83	34

Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of December 2022.

¹⁸ In instances where students may be dealing with extenuating or unanticipated circumstances beyond their control, leaves of absence are an important administrative option that transparently and equitably supports students towards successful completion. This means that when they cannot work on their research, their time in program will not continue to advance.

Table 17. Average LOA (in years) by citizenship

Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.79	51	0.80	48	0.56	3
2010	0.74	54	0.76	51	0.44	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.68	54	0.38	7
2013	0.75	62	0.76	55	0.64	7
2014	0.79	80	0.83	67	0.58	13
2015	0.74	82	0.77	69	0.56	13
2016	0.84	101	0.89	83	0.63	18
2017	0.83	93	0.90	74	0.56	19
2018	0.81	89	0.83	68	0.74	21
2019	0.73	105	0.76	84	0.63	21
2020	0.73	106	0.76	90	0.59	16
2021	0.73	119	0.72	94	0.73	25
2022	0.69	123	0.75	93	0.51	30

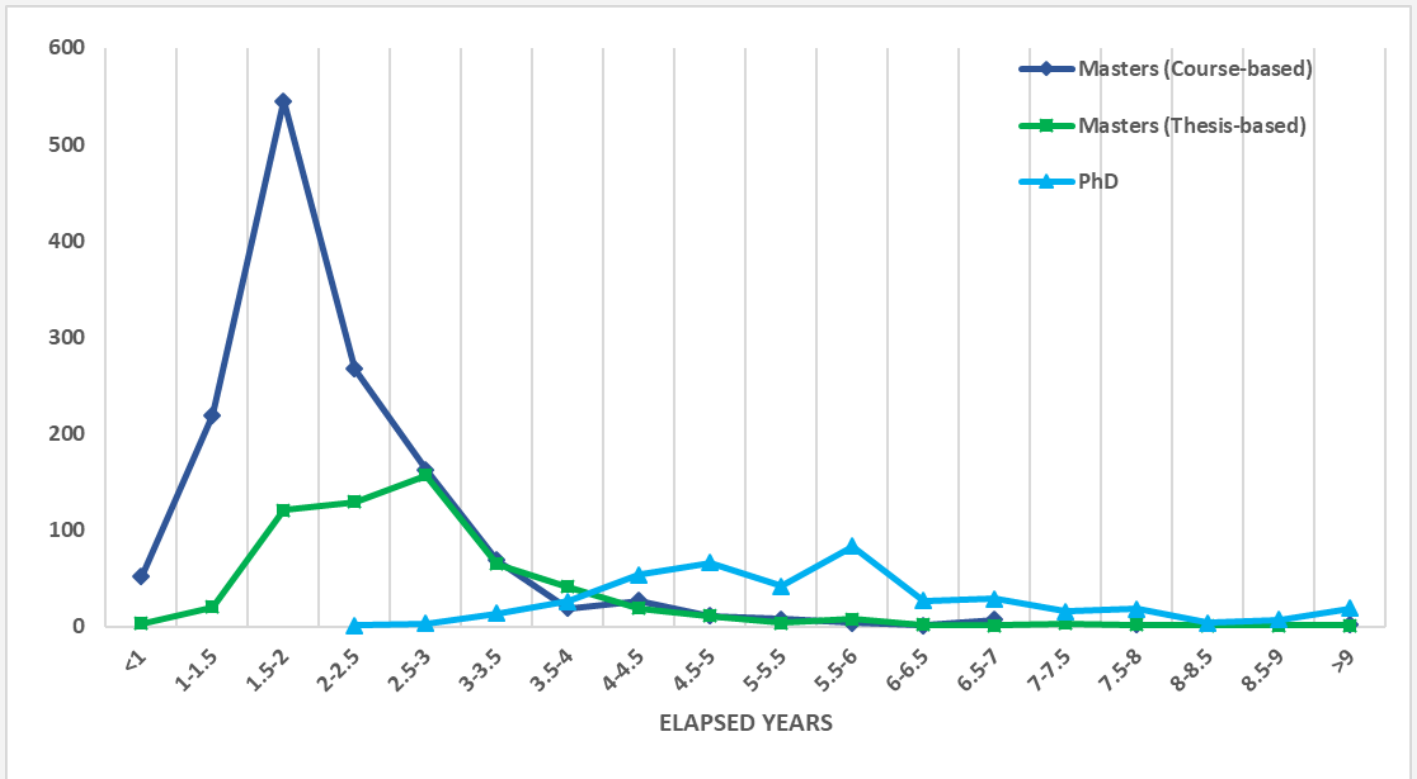
Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of December 2022.

In 2021 and 2022, a larger number of International students took a leave, and in 2021 for a longer average period, than in the previous years. This change is likely due to the implications and ongoing travel restrictions of COVID-19 (Table 17). However, as in previous years, domestic students continue to be more likely than international students to take leaves.

3.2.3 Distribution of Completion Times

Completion time, as noted above, is a complex variable; its significance is not fully captured in a single measure.

Figure 19. Completion distribution by degree, Year 2022



Source: FGSR Internal Script with data extracted from peoplesoft campus solutions as of December 2022

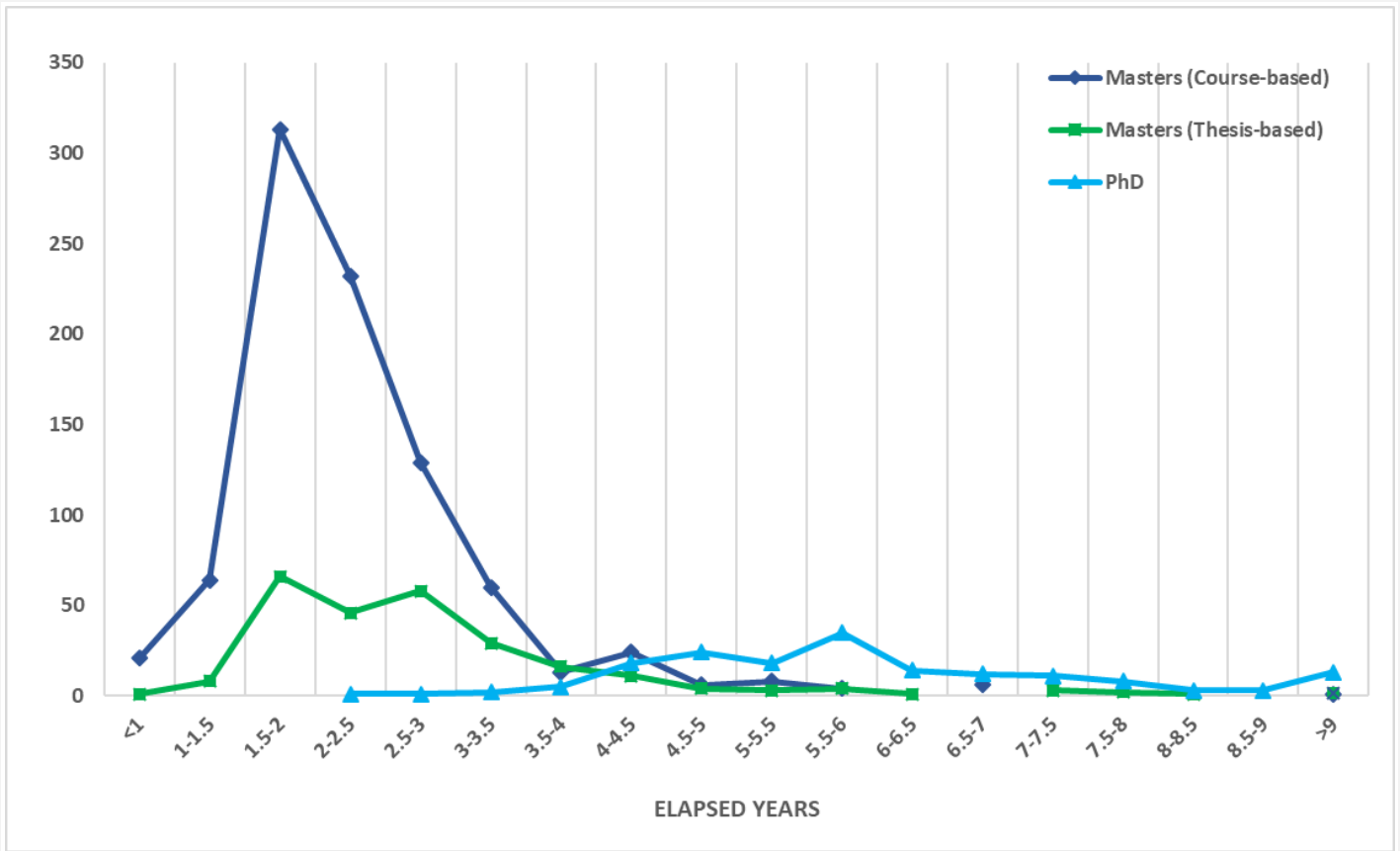
Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

While the average time to completion, reported above, offers a means to track overall performance, it tends to obscure information about the variability and range of completion patterns. Figure 19 illustrates the distribution of completion times for 2022 graduates, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of masters students to finish within the expected range; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average completion time upward.

The PhD pattern is differently distributed, illustrating the fact that while some international students may go beyond the six-year time limit for their program; this is far less common than with domestic students (compare Figures 20 and 21 below).

Figure 20. Domestic completion distribution by degree, Year 2022

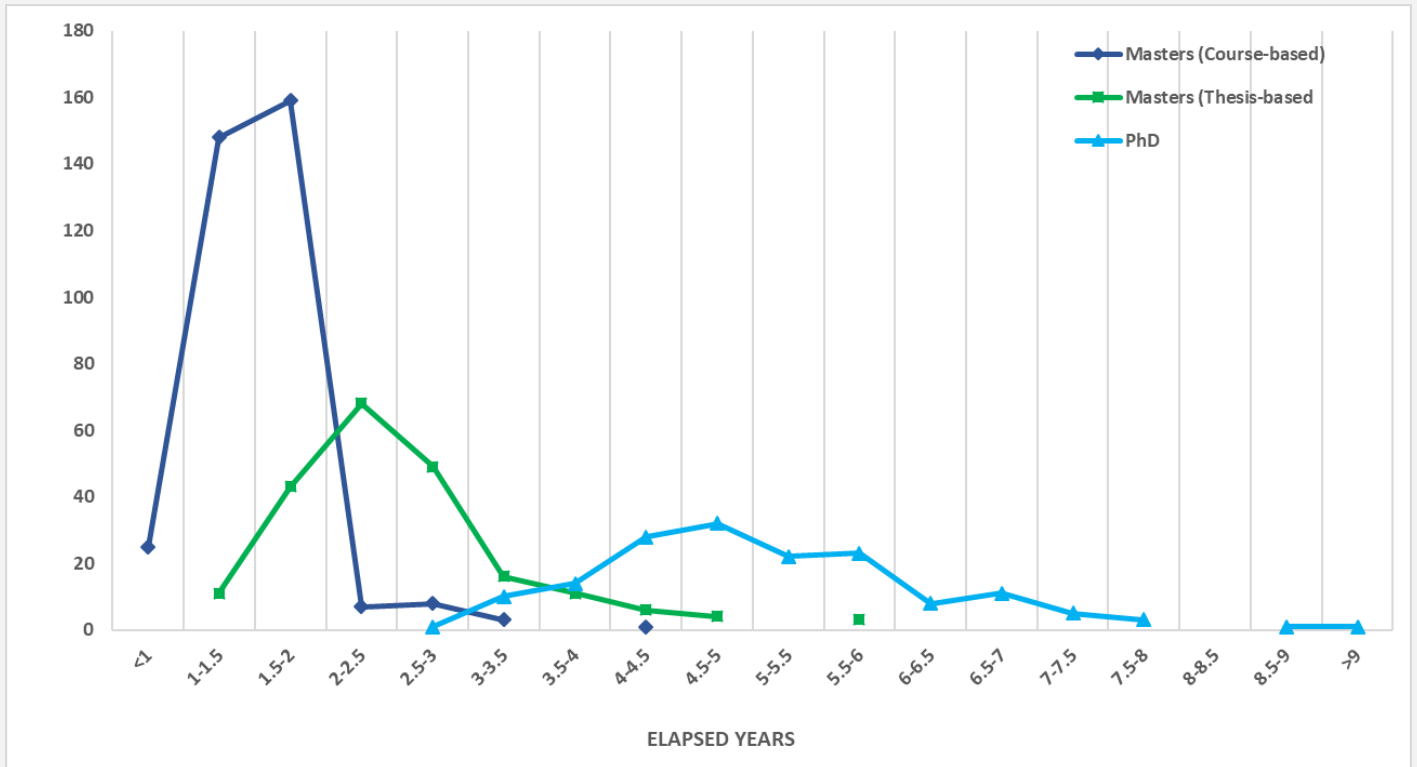


Source: FGSR Internal Script using data extracted from Peoplesoft Campus Solutions as of December 2022.

Notes:

- 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;
- 2) Domestic = Canadian citizens and permanent residents of Canada.
- 3) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Figure 21. International completion distribution by degree, Year 2022



Source: FGSR Internal script using data extracted from Peoplesoft Campus Solutions as of December 2022.

- Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;
 2) International = students attending the university on a study/work visa at time of admission.
 3) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

3.3. Completion and Attrition Rates

Another important measure of program success is the relative proportion of University of Alberta graduate students who complete their programs. To determine completion and attrition rates, we categorize the graduate students starting their program in each academic year into three groups: those who were still active at the end of the current Spring term; those who have convocated; and those who have left the university without acquiring any credential(s).¹⁹

The impacts of the COVID-19 appear to have negatively impacted completion times and most likely also impacted attrition rates. Students who anticipated completing their Doctoral or Masters degrees, on average in 6 or 3 years respectively, may have been delayed in reaching certain milestones due to university closures and/or research activity ramp-downs, and as a result required a longer active registration period.

Table 18 presents these doctoral attrition and completion rates. The table does not report the rates for cohorts that fall within the six-year completion time for a PhD, but does report the absolute number of convocating, still active, and remaining students for those groups.

Doctoral attrition rates remain an area of concern, and FGSR intends to work with programs to better understand the causes and to propose strategies on how they could be reduced in the coming years. It is, however, encouraging that since 1999, the attrition rates have decreased steadily, albeit unevenly.

¹⁹ Note that students currently recorded as “active” may either convocate or leave their program without a degree in the future. Thus, attrition rates reported for cohort years that still retain active students become increasingly speculative as we move toward the present.

Table 18. Doctoral attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.20	77.80
2002-2003	480	386	0	94	19.58	80.42
2003-2004	479	403	0	76	15.87	84.13
2004-2005	469	361	0	108	23.03	76.97
2005-2006	464	371	0	93	20.04	79.96
2006-2007	503	401	0	102	20.28	79.72
2007-2008	516	426	0	90	17.44	82.56
2008-2009	537	463	0	74	13.78	86.22
2009-2010	587	502	0	85	14.48	85.52
2010-2011	576	486	4	86	14.93	84.97
2011-2012	549	462	2	85	15.48	84.46
2012-2013	591	470	17	104	17.60	81.88
2013-2014	534	433	27	74	13.86	85.40
2014-2015	534	426	37	71	13.30	85.71
2015-2016	541	368	90	83	15.34	81.60
2016-2017	531	297	182	52	9.79	85.10
2017-2018	541	187	300	54	N/A	N/A
2018-2019	566	58	471	37	N/A	N/A
2019-2020	593	12	546	35	N/A	N/A
2020-2021	556	5	523	28	N/A	N/A
2021-2022	487	2	469	16	N/A	N/A
2022-2023 ²	370		370	N/A	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of December 2022.

Notes: 1) Figures are calculated taking into account the student's program at the term of admission, which has implications for students who move from master's to PhD programs without formally reapplying (and, conversely, for students who are repositioned in master's programs from the doctoral programs they entered, usually as a result of a failed candidacy exam.

2) 2022-2023 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

3) Completion time here is the period from a student's registration date to their completion date, and includes any time away from the program (ie. all leaves of absence).

Table 19. Thesis-based Masters attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2000-2001	525	463	0	62	11.81	88.19
2001-2002	564	484	0	80	14.18	85.82
2002-2003	636	553	0	83	13.05	86.95
2003-2004	618	534	0	84	13.59	86.41
2004-2005	593	510	0	83	14.00	86.00
2005-2006	572	486	0	86	15.03	84.97
2006-2007	576	494	0	82	14.24	85.76
2007-2008	633	536	0	97	15.32	84.68
2008-2009	664	584	0	80	12.05	87.95
2009-2010	759	691	0	68	8.96	91.04
2010-2011	638	574	1	63	9.87	90.13
2011-2012	692	619	1	72	10.40	89.60
2012-2013	692	621	0	71	10.26	89.74
2013-2014	666	592	3	71	10.66	89.34
2014-2015	651	584	2	65	9.98	90.02
2015-2016	672	607	6	59	8.78	91.22
2016-2017	746	667	16	63	8.45	91.55
2017-2018	754	652	41	61	8.09	91.91
2018-2019	726	596	86	44	6.06	93.94
2019-2020	696	451	213	32	4.6	95.4
2020-2021	724	140	513	51	N/A	N/A
2021-2022	789	6	764	19	N/A	N/A
2022-2023 ³	643		643	N/A	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of December 2022.

Notes: 1) figures are calculated taking into account the student's program at the term of admission;

2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

3) 2022-2023 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

4) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

In general, master's completion rates remain between 90% and 95% (see Tables 19 and 20), and both thesis-based and course-based completion rates are trending upward.

Note that we have not reported attrition and completion rates for cohorts within the average three-year completion time of a master's degree.

Table 20. Course-based Masters attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2000-2001	518	461	0	57	11.00	89.00
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.70	87.30
2003-2004	736	633	0	103	13.99	86.01
2004-2005	714	644	0	70	9.80	90.20
2005-2006	670	599	0	71	10.60	89.40
2006-2007	739	646	0	93	12.58	87.42
2007-2008	879	781	0	98	11.15	88.85
2008-2009	909	813	0	96	10.56	89.44
2009-2010	1045	928	0	117	11.20	88.80
2010-2011	1060	955	0	105	9.91	90.09
2011-2012	1120	1025	0	95	8.48	91.52
2012-2013	1016	927	0	89	8.76	91.24
2013-2014	1152	1049	1	102	8.85	91.15
2014-2015	1017	952	0	65	6.39	93.61
2015-2016	1017	954	1	62	6.10	93.90
2016-2017	1195	1096	14	85	7.11	92.89
2017-2018	1244	1134	27	83	6.67	93.33
2018-2019	1405	1277	71	57	4.06	95.94
2019-2020	1369	1071	240	58	4.24	95.76
2020-2021	1443	661	722	60	N/A	N/A
2021-2022	1399	49	1330	20	N/A	N/A
2022-2023 ³	983		982	1	N/A	N/A

Source: Extracted from PeopleSoft; internal script, accessed December 2022.

Notes: 1) figures are calculated taking into account the student's program at the term of admission;

2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

3) 2021-22 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admission for Spring and Summer terms).

4) Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. all leaves of absence).

Part III. Looking Forward

An annual enrolment report is mostly a story told in numbers. While those numbers do not account for all the perseverance, purpose, and, most of all, hard thinking that gets packed into a graduate degree, or reveal where those U of A degrees were earned – Edmonton or Shanghai, Whitehorse or a laptop anywhere in the world with an internet connection – they still have plenty to tell. They help to confirm something of the disruptive pandemic experience of the past three years. They declare that our aspiration to be a global university might be most visible in the cohorts of graduate students who arrive on campus each September and January from all parts of the world. They suggest that more Indigenous students are choosing the University of Alberta as a place to do graduate-level research and professional development.

Not least, the numbers in this enrolment report pose important and challenging questions. How should we understand the trend towards longer completion times in thesis-based programs? The preference for course-based masters programs? The growing numbers of international applicants and registrants, who now sustain many of our graduate programs? Those trends and questions are part of the landscape of higher education across North America. At the same time, they give a particular shape to the University of Alberta's development of a new strategic plan, one that puts enrolment growth and student experience at its centre. How many of those additional students should be graduate students? How will they contribute to the University's research and teaching mission? What funding support and signature opportunities will attract strong, diverse cohorts? What kinds of educational doors, pathways, and ladders – the metaphors we use – will meet the needs of non-traditional students, their communities, and their workplaces?

FGSR will continue to be an active partner in building graduate education at the University of Alberta. That includes supporting students, shaping scholarships around institutional goals, improving administrative processes, expanding opportunities for professional development beyond subject specializations, and helping new faculty members become great supervisors. It also includes working with the campus community to respond flexibly when humanitarian emergencies and political circumstances create extra hardships for graduate applicants and students. All that, while keeping an eye on the numbers and what they tell.

Appendix: Supporting Data

The following tables and figures offer readers additional insight into the findings reported above, and into other key metrics related to graduate student success.

Table 21. Graduate enrolment each Fall by degree type

Degree	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PhD	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798	2766	2855	2877
Thesis-based Master's	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204	2085	2116	2128
Course-based Master's	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997	3124	3151	3109
Certificate	16	15	35	50	23	50	69	123	109	115	170	211	229
Other	73	65	90	105	117	86	108	67	101	111	59	81	81
Total	7346	7474	7598	7664	7572	7204	7458	7668	7971	8225	8204	8414	8424

Source: Strategic Analysis and Data Warehousing. Fall Data; Academic year 202-23 - Data is using Dec 1, 2022 static statistical tables.

Notes: 1) Other = students in post-master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Table 22. Domestic graduate admissions

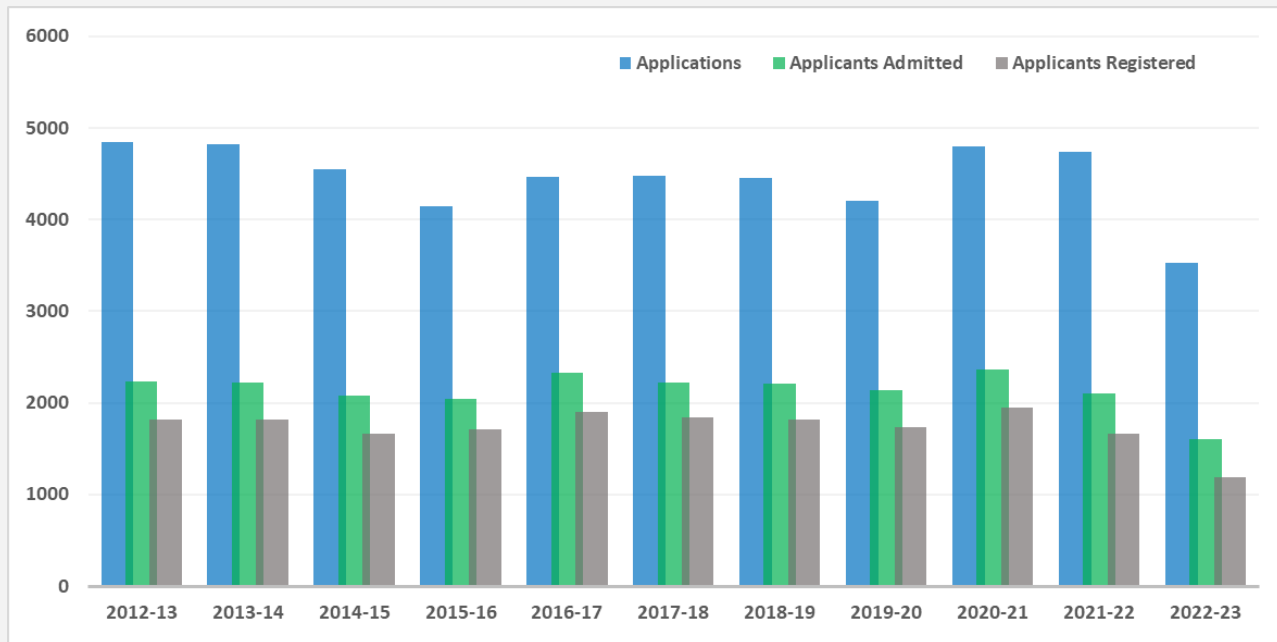
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23*
Applications	4338	4273	4829	4791	4493	4107	4399	4411	4383	4131	4609	4740	3533
Applicants Admitted	2317	2285	2215	2211	2035	2002	2279	2168	2154	2092	2038	2102	1609
Applicants Registered	1847	1846	1802	1801	1624	1673	1857	1792	1758	1687	1604	1669	1187

Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Figure 22. Domestic graduate admissions



Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions.

Notes: Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Table 23. International graduate admissions

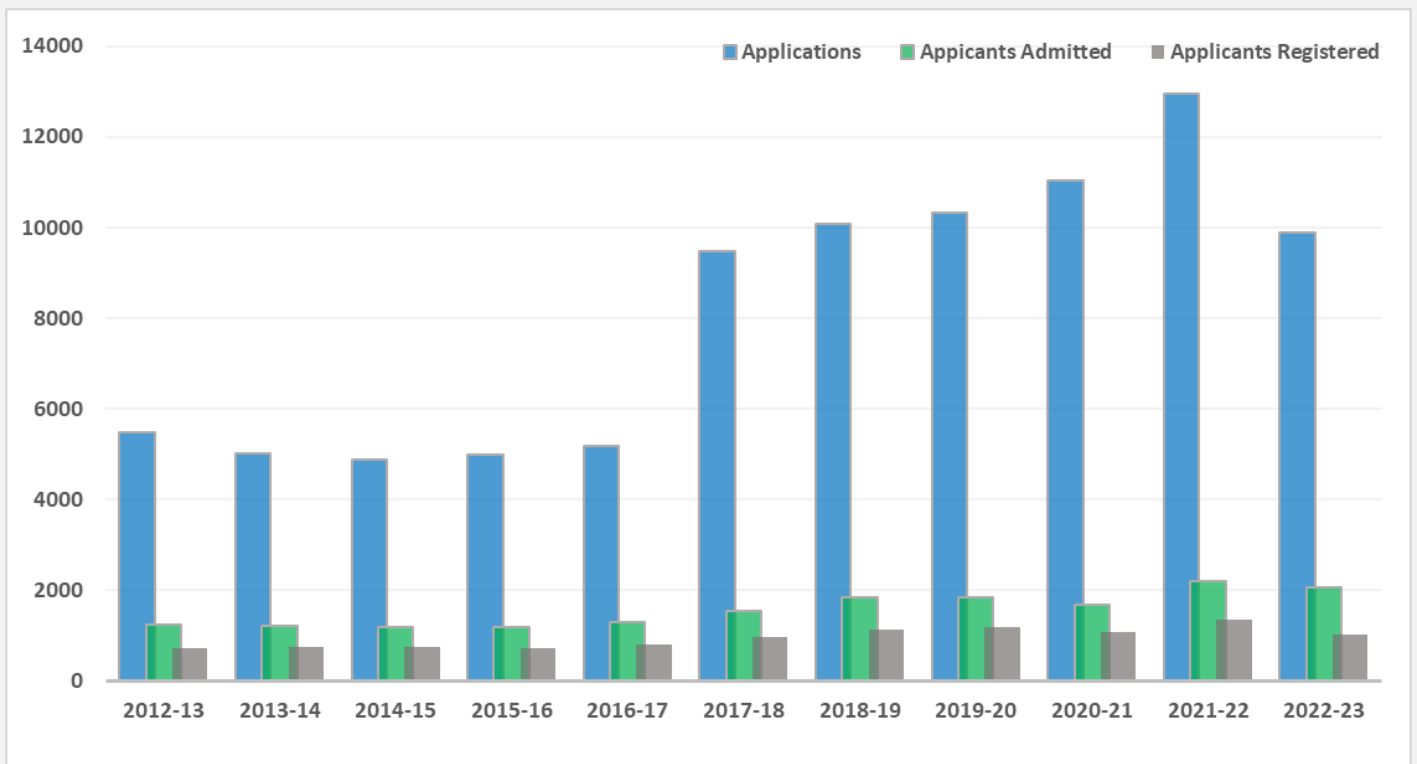
	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23*
Applications	4901	5195	5482	5020	4870	5192	9486	9486	10,072	10,330	11,027	12,961	9887
Applicants Admitted	1174	1249	1238	1209	1201	1289	1542	1542	1833	1834	1681	2199	2068
Applicants Registered	605	669	731	751	751	794	957	957	1142	1180	1079	1340	1035

Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Figure 23. International graduate admissions



Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Previous years data is for the full academic year.

*Provisionary academic year figures (Sept to Dec) for 2022-2023.

Table 24. Doctoral degree, Fall headcount by Faculty

Faculty	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ALES	225	218	246	235	237	230	221	220	214	216	204	201	193
Arts	469	467	472	478	451	413	412	394	385	374	372	353	358
Business	65	54	60	61	51	45	46	49	52	47	49	53	54
Campus Saint-Jean													
Education	274	292	296	291	295	257	246	255	251	255	255	250	230
Engineering	617	669	717	702	711	678	679	709	726	779	783	820	817
Extension													
Kinesiology, Sport, & Rec.	66	63	60	65	55	56	49	58	49	50	47	42	41
Law	4	8	8	8	7	7	8	7	5	5	6	5	6
Medicine & Dentistry	282	304	319	316	340	342	329	308	281	291	270	292	300
Native Studies								5	14	15	19	17	20
Nursing	86	74	70	64	68	64	68	66	67	66	73	72	70
Pharmacy	39	35	34	33	32	32	28	23	26	20	18	31	31
Public Health	40	42	42	43	45	50	47	57	46	46	54	60	61
Rehabilitation Medicine	33	34	36	38	36	37	35	45	48	50	49	52	55
Science	707	692	709	686	646	566	564	567	562	584	567	607	641
Total	2907	2952	3069	3020	2974	2777	2732	2763	2726	2798	2766	2855	2877

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2022. Fall Data; Data is using Dec 1, 2022 static statistical tables.

Table 25. Master's degree, Fall headcount by Faculty

Faculty	Fall 2017			Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	254	39	293	257	40	297	245	37	282	225	53	278	226	48	274	248	59	307
Arts	258	67	325	265	57	322	236	82	318	211	92	303	204	155	359	225	145	370
Business		572	572		668	668		662	662		680	680		658	658		663	663
Campus Saint-Jean	10	18	28	7	12	19	11	13	24	13	12	25	11	22	33	8	22	30
Education	65	529	594	62	584	646	68	609	677	55	626	681	58	617	675	52	633	685
Engineering	557	235	792	565	310	875	589	359	948	534	377	911	530	339	869	536	298	834
Extension	15	39	54	16	35	51	27	41	68	34	43	77	5	3	8	3		3
KSR	42	17	59	42	27	69	37	23	60	37	22	59	35	31	66	33	24	57
Law	4		4	5		5	7		7	11		11	12		12	12		12
Medicine & Dentistry	296	4	300	307	4	311	286	3	289	302	2	304	312	4	316	309	2	311
Native Studies	12		12	12		12	11		11	12		12	7		7	10		10
Nursing	18	32	50	22	52	74	28	79	107	26	98	124	17	128	145	24	109	133
Pharmacy	20		20	19		19	20		20	21		21	22		22	16		16
Public Health	68	119	187	69	128	197	77	126	203	76	153	229	99	165	264	105	159	264
Rehab Medicine	50	787	837	39	783	822	32	808	840	31	815	846	30	806	836	32	804	836
Science	464	124	588	490	153	643	530	155	685	497	151	648	547	175	722	515	191	706
Total	2133	2582	4715	2177	2853	5030	2204	2997	5201	2085	3124	5209	2115	3151	5266	2128	3109	5237

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2022

Fall Data; Data is using Dec 1, 2022 static statistical tables.

Table 26. Professoriate numbers by Faculty

Faculty	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ALES	104	108	111	113	108	110	114	112	111	105
Arts	347	319	322	323	320	310	313	312	303	296
Business	73	74	72	71	71	69	63	66	64	67
Campus Saint-Jean	30	25	29	30	30	32	31	30	28	32
Education	109	100	104	107	111	108	103	102	100	102
Engineering	200	194	201	204	208	218	221	220	217	218
Extension	17	16	17	15	17	16	14	2	1	0
Native Studies	8	8	10	11	11	14	14	14	12	10
KSR	43	39	38	41	38	37	37	35	36	37
Law	32	29	27	28	28	32	31	31	26	29
Medicine & Dentistry	635	627	643	644	636	627	629	615	622	596
Nursing	51	49	47	47	45	45	41	38	34	30
Pharmacy	20	20	22	24	22	19	19	19	19	19
Public Health	28	25	26	27	25	24	29	32	29	30
Rehabilitation Medicine	48	42	44	44	42	41	35	34	26	35
Science	300	288	286	288	288	294	296	295	289	283
Total	2045	1963	1999	2017	2000	1996	1990	1957	1927	1889

Source: Strategic Analysis and Data Warehousing – Professoriate head count by Faculty

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year;

2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured;

3) Medicine and Dentistry figures also include contingent faculty members.

Table 27. Fall 2022 headcount by College and Faculty

College	Faculty	Departments	PhD	M-T	M-C	Cert.	Other	Total Grad Students	Total at College Level	% of Total
College of Health Sciences	FoMD	Biochemistry Cell Biology Laboratory Medicine & Pathology Medical Microbiology & Immunology Medical Sciences Graduate Program Medical Sciences: Anesthesiology & Pain Medicine; Dentistry; Medical Genetics; Obstetrics & Gynecology; Ophthalmology and Visual Sciences; Pediatrics; Radiology & Diagnostic Imaging Medicine Neuroscience Oncology Pharmacology Physiology Psychiatry Surgery <i>Biomedical Engineering</i>	300	309	2	-	8	619	2317	27.5
	KSR	<i>Non-Departmentalized</i>	41	33	24	29	2	129		
	Nursing	<i>Non-Departmentalized</i>	70	24	109	-	15	218		
	Pharmacy	<i>Non-Departmentalized</i>	31	16			1	48		
	Public Health	<i>Non-Departmentalized</i>	61	105	159		2	327		
	Rehab Medicine	Communication Sciences & Disorders Occupational Therapy Physical Therapy Rehabilitation Sciences	55	32	804	84	1	976		
College of Natural + Applied Sciences	ALES	Agricultural, Food & Nutritional Science Human Ecology Renewable Resources Resource Economics & Environmental Sociology	193	248	59	0	3	503	3521	41.8
	Engineering	Chemical & Materials Engineering Civil & Environmental Engineering Electrical & Computer Engineering Mechanical Engineering <i>Biomedical Engineering (reported under FoMD)</i> <i>InterNetworking (MINT) (reported under Science)</i>	817	536	298	0	11	1662		
	Science	Biological Sciences Chemistry Computing Science Earth & Atmospheric Sciences Mathematical & Statistical Sciences Physics <i>InterNetworking (MINT)</i> <i>Psychology (reported under Arts)</i>	641	515	191	0	9	1356		
College of Social Sciences + Humanities	Arts	Anthropology Art & Design Communications and Technology (MACT) Digital Humanities Drama East Asian Studies Economics English and Film Studies History, Classics and Religion Linguistics Modern Languages and Cultural Studies Music Philosophy Political Science Religious Studies Sociology Women's and Gender Studies Psychology	358	225	145	0	1	729	2505	29.8
	Business	Business - PhD Business - MBA	54		663	1	5	723		
	Education	Educational Policy Studies Educational Psychology Educational Studies Elementary Education Health Sciences Education Library & Information Studies Secondary Education	230	52	633	114	6	1035		
	Law	<i>Non-Departmentalized</i>	6	12				18		
	Campus Saint-Jean	<i>Non-Departmentalized</i>		8	22	1		31		
Faculty of Native Studies	<i>Non-Departmentalized</i>		20	10			30	30	0.36	
Extension				3			3	3	-	
Total Student by Degree Type			2877	2128	3109	229	64		Total: 8407*	

*Note: 17 Students coded to FGSR are not included in this table

Source: Strategic Analysis and Data Warehousing: Registration Statistics - January 2023