

Provost's Report to Council

June 2021

Hello Council Chair, members, and visitors. Bonjour à tous.

tānsi. hau koda. ëdłanet'e? hau kola. taanishi. hau kona. anin

[English. French. Cree. Dakota. Dene.Lakota. Michif. Nakota. Saulteaux]

This month's report to Council includes general remarks and updates specific to our University 2025 five Aspirations. The breadth and depth of our initiatives and accomplishments as a university far exceed what is possible to cover in this report. My scope is narrowed to areas directly involving the Office of the Provost, and even then, this report falls short of reflecting the exceptionality of teaching, research, scholarship and creative works, and service at USask. I encourage colleagues to visit our University of Saskatchewan [news](#) page to keep up to date with announcements and articles about our bold ambitions at USask.

GENERAL REMARKS

Reconciliation

This month has been [a painful reminder](#) of the historic injustices against Indigenous peoples across our country. The tragedy began with the finding of the remains of 215 children at the former Kamloops Residential School is immense and beyond words. Murray Sinclair, the Chair of the Truth and Reconciliation Commission, has asked us to prepare for further tragic news. We unite in offering all that we can from our compassion, our disciplines, our sciences, our research, and ourselves to make reconciliation possible.

Please look after one another, in our Colleges, Schools, Departments, and service groups. And know it is alright to be caring towards yourself as we take up the news. We need every part of our humility, strength, compassion and intelligences to learn and live the respect that our province and world needs. Professional supports are available at the [Student Wellness Centre](#), through the [Employee and Family Assistance Program](#), and community-based supports: [President's statement on the former Kamloops Residential School burial site discovery](#).

Our university has a crucial role to play in building reconciliation across our country. Our President has asked us to continue as the University of Saskatchewan community to influence the future of this country and the world. Our Elders and Indigenous leaders have helped us to move ahead, and it is our hope that we continue this work and our shared aspirations for decolonization and reconciliation at the University of Saskatchewan. Thank you, everyone, for the unity so necessary for actions ahead. Our actions for reconciliation as researchers, educators, community will continue.

Teaching, Learning And Student Experience

The University of Saskatchewan's Enrolment Report for 2020/21 is included in this month's Council papers. This report provides University Council members with detailed information about students enrolled and the outcome of targeted initiatives related to the recruitment and retention of students. It is important to note that enrolment management is more than a matter of numbers. This is a comprehensive and co-ordinated process that enables USask to identify goals aligned with the resources needed to provide an exceptional educational experience for all students.

While enrolment trends are sometimes difficult to predict, early indicators and demographic trends suggest that this past year's increased enrolment will likely continue and is reflective of the quality and value of a USask education in Canada – regardless of how programs are delivered.

Pride Week



Dr. Simonne Horwitz (PhD), USask associate professor in history and co-chair of the Provost's Advisory Committee on Gender and Sexual Diversity.

One year after Pride activities went online due to the pandemic, the University of Saskatchewan (USask) continues to find creative ways of celebrating the 2SLGBTQ+ community. The USask campus community will come together virtually during Pride Week from June 14-19 with a range of activities to educate, commemorate and celebrate.

“During Pride, take the time to get educated, connect with OUTSaskatoon, learn more about pronouns, or read about the history of queer Saskatoon,” said Dr. Simonne Horwitz (PhD), USask associate professor in history and co-chair of the Provost's Advisory Committee on Gender and Sexual Diversity. “If you are watching events from your device, reach out to queer community members and learn about intersectional issues. This is a really positive way you can mark the week and a remarkable way of celebrating.”

In recognition of Pride Week, the Pride flag will be flown on campus from June 14-19. A number of digital initiatives are taking place across the USask community. The University Library is sponsoring a session on Two Spirit Voices as part of Spark Your Pride, in partnership with the Saskatoon Pride Festival and the Western Development Museum on Tuesday, June 15.

Everyone is invited to register for this free virtual event. On Thursday, June 17, USask is sponsoring the Global Panel Discussion on Trans Rights and Responses to Anti-Trans Movements, also presented by Saskatoon Pride and free for all to attend virtually.

Thank you to the members of the Provost's Advisory Committee on Gender and Sexual Diversity.

Increasing Indigenous faculty and staff

Our University 2025 plan includes our journey to “Amplified Indigenous student, faculty and staff recruitment and retention efforts.” The Provost’s Office has begun the process of creating a project to significantly increase Indigenous faculty and staff (recruitment, retention, and success). This vitally important, collaborative project is led by Vice Provost Indigenous Engagement, Dr. Jackie Ottmann. The OVPIE will soon be recruiting a Project Director with the primary role of supporting the Vice Provost Indigenous Engagement in this project.

Spring Graduation 2021

Our Spring 2021 graduates have been celebrating their achievements at USask. We say, ‘Congratulations! And even though we were unable to celebrate in person, that didn’t stop us from recognizing the accomplishments of every graduate. This is a tremendous achievement by students, faculty, staff, and leadership. Together we honour the importance of this accomplishment by one and all.



The virtual graduation celebrations are a collection of congratulatory messages, and speeches streamed on [YouTube](#) and below. A [full list of graduate names can be found here](#).

Appointments

- **Dr. Bram Noble** has been appointed vice-dean research, scholarly and artistic work, College of Arts and Science for a five-year term effective July 1, 2021
- **Professor Darrin Oehlerking** has been appointed interim associate dean, student affairs, College of Arts and Science
- **Dr. Yvonne Shevchuk** has been extended as associate dean, academic, College of Pharmacy and Nutrition for the period of July 1, 2021 to June 30, 2022.
- **Professor Ibronke Odumosu-Ayanu** has been appointed to the position of acting associate dean, research and graduate studies, College of Law for the period of July 1, 2021 to June 30, 2022
- **Dr. Tracie Risling** has been extended as interim associate dean, research, College of Nursing for the period of July 1, 2021 to December 31, 2021

Searches/ renewals in-progress

- | | |
|--|--|
| - Dean, College of Nursing | - Deputy Provost |
| - Dean, Western College of Veterinary Medicine | - Dean, Edwards School of Business (renewal) |
| - Executive Director, School of Environment and Sustainability | |



UNIVERSITY 2025 PLAN ASPIRATIONS

The following events and initiatives, of the many across our university, featured during the past month. News items related to each of our University 2025 Aspirations is included, noting highlights submitted by Colleges and Schools.

Transformative decolonization leading to reconciliation

Decolonization of curriculum

In an important step towards the decolonization of Arts and Science curriculum, procedures and practices, the Arts & Science Faculty Council at the meeting on May 13th voted to approve that the Indigenous Course Advisory Committee become a College standing committee, the Indigenous Course Committee. This decision will result in the transfer of final decision-making authority regarding a course's placement on the college's Indigenous Learning Requirement list from the relevant Academic Programs Committee to the Indigenous Course Committee. This shift in authority will ensure decisions such as these are made by experts and aligns directly with the purpose and spirit of Indigenization.

Preserving and promoting Indigenous languages

Of the more than 60 Indigenous languages in Canada today, only three are projected to still be spoken 25 years from now. At USask, professors like Dr. Randy Morin are determined to change that. Morin is one of [a small group of language experts](#) working to ensure Indigenous languages not only survive but thrive.

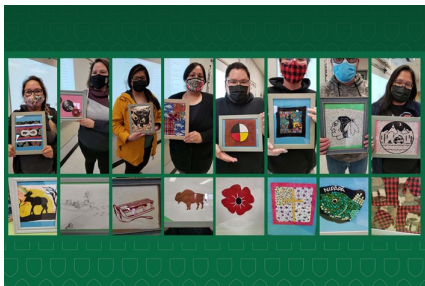
"There are around 63 Indigenous languages, but we know for sure that three went to sleep. We don't call them extinct, we call them going to sleep," said Morin, who teaches Cree classes and is a faculty member in the Department of Indigenous Studies in the College of Arts and Science.



"Only Cree, Inuktitut and Ojibwa are expected to survive. We need to preserve our languages, protect the culture, the traditional ways of knowing. We lose so much when we lose the language."

As the nation recognizes National Indigenous History Month in June and National Indigenous Peoples Day on June 21, Morin would like to see more resources committed across the country to preserving the traditional languages of the land. "At the university, we are creating our own master's degree program in Indigenous language revitalization, and that is with three colleges involved," said Morin.

News



[USask students capture history in northern Indigenous community through quilting](#)



[New USask graduate aims to work with Indigenous communities to protect at-risk archaeological sites](#)

Distinguished Learners

Spring 2021 Graduation Awards

- [Governor General Awards](#) The Governor General's Academic Medal is one of the highest medals that a graduating student can receive from a Canadian university. Each year, on behalf of the governor general, USask awards silver medals to two undergraduate students and gold medals to two graduate students based on academic marks.
- A comprehensive list of [Student Awards by College](#) is available.
- The College of Arts and Science honoured its award-winning graduating students with a livestream broadcast on **Thursday, June 3**. A video of the event that celebrates students' accomplishments is available at <https://artsandscience.usask.ca/graduationawards/>.

Our sincere congratulations to all award recipients, and our thanks to those who supervised, and advised these award-winning graduates.

News



[High-achieving new graduate reflects on 'amazing' undergraduate research opportunities at USask](#)



[USask psychology graduate wins Governor General's Gold Medal](#)

Meaningful impact

USask Major Research Awards (2021)

[USask announces its four major research awards for 2021](#): USask's Distinguished Researchers are computer science professor Dr. Julita Vassileva (PhD), internationally recognized to be among the top two per cent of artificial intelligence (AI) and image processing researchers, and Dr. Safa Kasap (PhD), distinguished professor in electrical, computer and biomedical engineering, whose pioneering research to advance X-ray technology has had global impact.

Marketing research

Dr. Marjorie Delbaere, Associate Professor of Marketing, recently published a Conversation Canada article on using metaphors in advertising against COVID-19. She discussed the use of prescription drug advertisements to frequently portray illness as an enemy. Depicting COVID-19 as an enemy force metaphor presents people with a vivid, negative image and sets eradication expectations as the winner. Dr. Delbaere also explained how this contradictory messaging surrounding vaccine choice is affecting how we perceive the world around us. Read the full story: <https://theconversation.com>

Edwards School of Business: Perseverance

The Edwards School of Business is excited to announce the 12th edition of Thrive, the annual magazine connecting students, alumni, staff, faculty, and friends. Fittingly, the theme this year was perseverance. Read the digital version featuring true stories of perseverance and dedication in action.

<https://www.edwards.usask.ca/thrive2021/>

News



[Award-winning USask graduate eyes aerospace engineering career](#)



[Health studies degree prepares new USask graduate for further education in medicine](#)

Productive collaboration

College of Education: Teaching English

On June 3, 2021, the College of Education, and the Saskatchewan Teachers of English as an Additional Language (SK TEAL) hosted a webinar featuring Dr. Jim Cummins from the Ontario Institute for Studies in Education at the University of Toronto. The free event was attended by over 150 Saskatchewan educators and USask students and centered on the topic of *Instructional strategies for connecting to EAL students' lives and engaging their multilingual resources*.

USask faculty recognized for exemplary teamwork

The University of Saskatchewan’s (USask) Office of the Vice-President Research has honoured two recipients, Dr. Pamela Downe (PhD) and Dr. Carrie Bourassa (PhD), and their respective research teams, with the inaugural [Publicly Engaged Scholarship Team Award](#) this year. The award recognizes teams made up of USask faculty, post-doctoral and graduate students, working in collaboration with community partners that have inspired and instigated social action in the community through research, scholarly and artistic work.

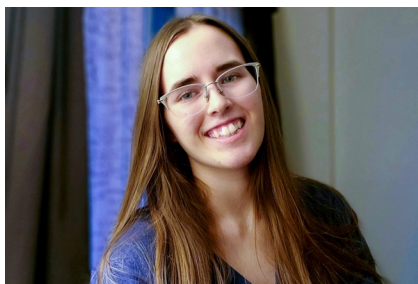


Show us what you’re made of: Preparing USask students for an evolving world of work

More than ever before, working Canadians are expected to thrive in a work environment that is marked by disruption and a need for constant change and rapid pivoting. To prepare students to be successful in this reality, USask is continually adjusting how it supports students’ career success. Nancy Turner, director of Teaching and Learning Enhancement said employers want to not only know the skills students have but also see examples of where the skill has been developed and demonstrated successfully. Integrating experiential learning opportunities, such as internships, projects with community organizations, and study abroad opportunities, into university curriculum helps give students the competencies employers are looking for.

Programming offered in partnership with Career Services, a unit at USask leading the conversation around supporting students’ career education, does just that. “Any time that we can connect to, serve, and partner with our community, we strengthen ourselves as an institution. And any time we can provide opportunities to our students, and, through the expertise and the value that our students bring to the community, we strengthen society and industry. These relationships are reciprocal and mutually beneficial,” said Turner.

News



[USask graduate values interdisciplinary research](#)



[USask and City of Saskatoon named to Smart Cities list for wastewater projects](#)



[‘I love interdisciplinary learning’: New USask graduate finds perfect fit in Women’s and Gender Studies Program](#)

Global Recognition

Seeing young women flourish internationally

Dr. Carol Henry (PhD) of the College of Pharmacy and Nutrition at USask is the lead researcher of an [international team awarded](#) \$100,000 from the Templeton World Charity Foundation for work aimed at seeing young women on two continents thrive. The Templeton World Charity Foundation announced the 11 inaugural awards of the Grand Challenges for Human Flourishing, recently. More than 500 teams of scientists from more than 350 academic institutions around the world answered the request for ideas.



The team will gather empirical data from diverse groups of adolescents in Northern Canada and Northern Uganda to discover the determinants of flourishing in terms of physical, mental and cultural well-being among adolescents. Particular attention will be paid to the significance of spirituality and experiences of resilience in the face of chronic adversity, such as the long-term impacts of COVID-19. “This is an important opportunity to learn from adolescent girls about their own perspectives on human flourishing within the context of Northern Canada and Northern Uganda,” said Henry. Dr. Henry is joined by researchers from the University of Regina, University of Ottawa, Makerere University in Uganda and the World Vision humanitarian organization.

News



[Predicting the unpredictable: How scientists are improving cold-region water and climate prediction models](#)



[From overseas to completing International Dental Degree](#)

Report to University Council on Enrolment for 2020-21 – June 4th, 2021

Briefing Note to accompany the Academic Year Snapshot

This has been an extraordinary academic year. Moving into Fall 2020 it was impossible to know what impact the pandemic and being in a remote teaching and learning environment would have on our enrolment. Due to the remarkable efforts of faculty and staff alongside commitment and perseverance of our students our enrolment emerged as favourable, overall.

As part of the report to University Council this June I am including the enrolment snapshot for this past academic year alongside some interpretations and thoughts in this briefing note. The Academic Year Snapshot you are receiving has been finalized. The commentary below is divided into two sections including: “Reflections on the year” and “How are we positioned in terms of 2025 Enrolment Goals?”

Reflections on the Year

- Our total enrolment this year is up by 1.0%.
 - Despite moving through a pandemic, the increase in the number of undergraduate students over the last year was 1.7% (about 309 students).
 - We saw an increase of 101 graduate students in the last academic year, representing 2.3% growth.
 - There was a substantive decrease in the number of students enrolled in non-degree study this year. It is important to note that we experienced a decline in the number of students attending the University of Saskatchewan Language Centre (non-degree). This decline in students coming to Canada to study English for academic purposes is happening across the country and was exacerbated markedly by the pandemic. There have been other predicted decreases in the non-degree activity driven by the move of some non-degree activity into degree-based activity.
- The infographic displays changes in undergraduate and graduate enrolment across colleges and schools.
 - For undergraduate enrolment, five out of six of our direct entry colleges (where much of our capacity to increase resides) showed progress towards Enrolment 2025 maximums. The remaining direct entry college was essentially flat – suggesting that they held their own in enrolment over a very challenging period. Changes in the College of Law reflect the fact that we could not offer the spring and summer law courses to incoming Indigenous students in 2020. For the health sciences colleges where enrolments are tightly controlled and carefully managed, small fluctuations up or down are not unexpected and in some cases increases were planned.
 - For graduate enrolment, half of the colleges and schools have shown increases in the last year whereas almost half have shown decreases. An additional two graduate programs were observed to be relatively stable over this last year.
- Retention from 1st to 2nd year was up to 86.9% for students in direct entry programs, up 2% from last year. Indigenous student retention in direct entry colleges emerged as stable compared with last year and retention for international students was perhaps not surprisingly, down by almost 1%.

- Teaching activity was up by 3% over the last full academic year. In Fall term, the university provided 11.5% of students with at least some in-person instruction and this proportion grew to 14% in Winter term. Every student was engaged in remote learning.
- Convocation numbers grew overall by 3.3%, with growth observed in all types of degree programming except for doctorate level study (down by 4 students in this last year). The proportion of international graduates was stable whereas the proportion of Indigenous graduates grew by 1% as compared to the 2019 year.
- Information on student origin aggregated across undergraduate and graduate students – which is not the same as the number of students who are here with a study permit – shows a relatively stable pattern as compared to last year.
- The number of Indigenous students is up, overall, by one percent and this is attributable largely to continuing Indigenous students as we saw declines in the number of Indigenous undergraduate students (direct entry) who began their studies at USask this past year. The number of Indigenous undergraduates grew 1.4% and the size of this group has been climbing steadily over at least the last seven years. There was a decline in Indigenous graduate students of 3.5% (8 students). This decrease is concerning and may be attributed, at least in part, to the pandemic circumstances.
- The overall number of international students was down by 6.7% this last year, driven largely by the decline in students enrolled at our University of Saskatchewan Language Centre and a decline in the number of international undergraduate students. This was a challenging year for international students to be able to continue their university studies in Canada and we are fortunate to have been able to recruit and retain those that we did. We were pleasantly surprised to see the number of international graduate students remain stable.
 - Top countries for international enrolment are displayed for both undergraduate and graduate enrolment. Of interest, the number of students from China decreased for both undergraduate and graduate programs. By contrast, undergraduate students from Nigeria grew as did the number of students from India, with Nigeria accelerating more rapidly and assuming the #2 position. The number of graduate students from Iran continued to grow keeping Iran in the #2 position.
- Although not something we report on in our infographic, members of University Council may want to know that in this past academic year 1886 students received services from Access and Equity Services. This represents a 6% increase in the number of students receiving services as compared to the last academic year, reflecting a continued growth curve for this area.

How are we positioned in terms of Enrolment 2025 Goals?

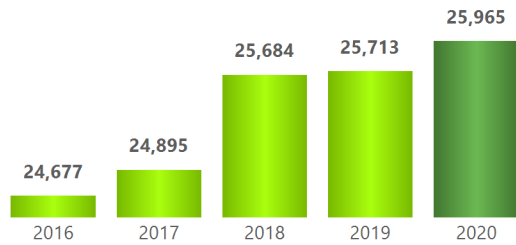
- Our overall increase in enrolment for 2020-21 moves us in a positive direction towards our Enrolment 2025 maximums (<https://plan.usask.ca/learning-teaching-student-experience/>)
- On a quarterly basis, when we assess enrolment we also take the opportunity to assess our progress towards the growth articulated in Enrolment 2025. The targets included in Enrolment 2025 are viewed as upper limits or maximums approved by all three USask governing bodies.
 - Average annual growth for undergraduate enrolment since the baseline year of 2017-18 is 2.0%.
 - Average annual growth for graduate enrolment since the baseline year of 2017-18 is 1.9%.

- Average annual growth rate for non-degree activity since the baseline year is -24.7% (due in large part to the conversion of some non-degree programming to undergraduate activity over the past couple years and the declines in international students pursuing the study of English for academic purposes).
- Based on current projections, we expect to be in and around 28,000 students by the 2024-25 academic year. This is underneath the upper limit enrolment level approved by USask governing bodies at approximately 29,000 students.
 - Our current projections suggest that we are likely to reach almost 22,400 undergraduate students and 4,750 graduate students by 2024-25.
 - At present, the bigger question surrounds what our student population will look like for non-degree offerings. As the university embarks on piloting micro credentials with a view to approving a USask framework there is a good likelihood that students numbers on the non-degree side of activity will increase substantially to well beyond our estimated 900 students.
- With regard to our Enrolment 2025 upper limits, the proportion of Indigenous students amongst the overall undergraduate population observed for 2020-21 is 15%, which aligns with the goal we set for the university. Although for the institution as a whole we see alignment with the goal, we still seek to increase the number of Indigenous undergraduate students across all colleges. The proportion of Indigenous graduate students is 7%, which is lower than the goal of 10% that we set out to achieve by 2025 and will require continued focus.
- With regard to our Enrolment 2025 goals, international undergraduate students made up 7% of our student body whereas our target is 10%. We have work to do here to grow these numbers. By contrast, the international graduate students constituted 37% of the overall graduate population where we have set our enrolment goal at 35%. Over this last year we have seen the number of new degree seeking international students has increased, but we have seen a decline (understandably) in short-term international student enrolment (e.g., exchange, visiting, visiting research). Given recent progress made by the government to address visa processing times, we are positioned to see enrolment growth.

Please feel free to send any questions you have more me (patti.mcdougall@usask.ca)

TOTAL ENROLMENT

25,965

↑ 1.0%


Undergrad 20,696 ↑ 1.7%
 Grad Students 4,406 ↑ 2.3%
Non-degree 289 ↓ 41%
 Med Residents 574 ↑ 2.9%

ENROLMENT BY COLLEGE/SCHOOL

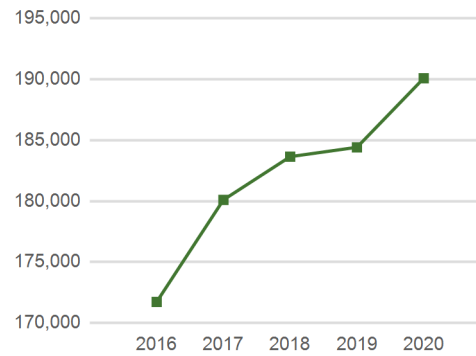
	Undergrad	Grad Students
Arts & Science	9,546 ↑ 0.3%	984 ↓ 4.3%
Edwards School of Business	2,608 ↑ 9.2%	219 ↓ 15.1%
Education	2,054 ↑ 5.2%	590 ↑ 1.2%
Engineering	1,667 ↓ 0.1%	503 ↓ 0.8%
Agriculture & Bioresources	1,385 ↑ 1.7%	318 ↓ 6.2%
Nursing	1,008 ↓ 2.2%	202 ↑ 6.9%
Medicine	416 → 0.0%	346 ↓ 2.8%
Kinesiology	695 ↑ 4.4%	43 ↑ 2.4%
Veterinary Medicine	332 ↑ 1.2%	178 ↓ 0.6%
Pharmacy & Nutrition	432 ↓ 0.9%	63 ↓ 7.4%
Law	410 ↓ 10.1%	23 ↓ 4.2%
Interdisciplinary/Grad Other	- 0.0%	300 ↑ 40.2%
Public Policy	- 0.0%	284 ↑ 44.9%
Environment & Sustainability	- 0.0%	192 ↑ 10.3%
Public Health	- 0.0%	154 ↑ 6.2%
Dentistry	143 ↑ 5.9%	7 ↑ 133%

RETENTION 86.9% UofS

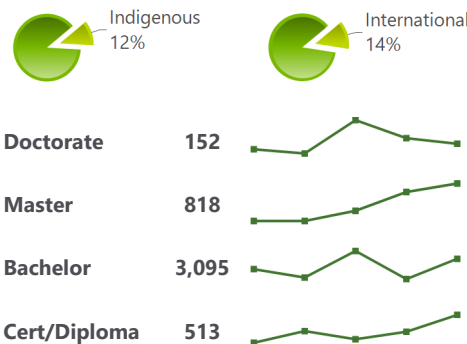
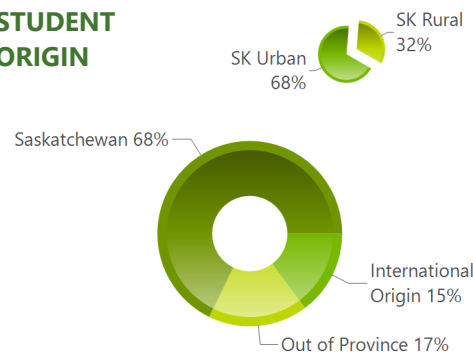
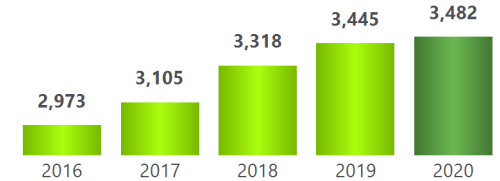
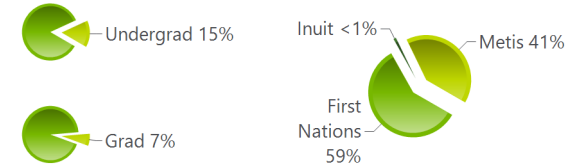
Indigenous 77% UofS

International 87.7% UofS

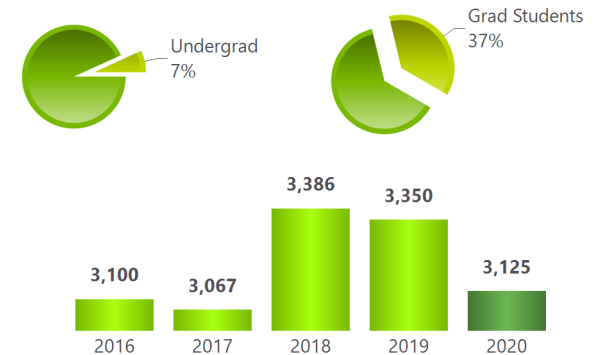
Retention rate for first to second year students in direct entry programs.

TEACHING ACTIVITY ↑ 3.1%
 (3 Credit Unit Equivalent)

CONVOCATION 2020

4,578

↑ 3.3%

STUDENT ORIGIN

INDIGENOUS STUDENTS 3,482 ↑ 1.1%


Undergrad 3,132 ↑ 1.4%
 Grad Students 303 ↓ 3.5%
Non-degree 24 ↑ 33.3%
 Med Residents 23 ↓ 4.2%

INTERNATIONAL STUDENTS 3,125 ↓ 6.7%


Undergrad 1,405 ↓ 3.8%
 Grad Students 1,634 ↑ 0.1%
ESL 85 ↓ 66.9%
 Med Residents <5

TOP FIVE COUNTRIES

Undergraduate			Graduate Students		
China	426	30%	China	263	16%
Nigeria	230	16%	Iran	240	15%
India	225	16%	India	161	10%
Bangladesh	79	6%	Nigeria	109	7%
Vietnam	61	4%	Ghana	104	6%

Total Enrolment

Description A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose To inform on the levels and trends of enrolment in the academic year.

Academic Year The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose Demonstrates student outcomes.

Calendar Year The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose To inform on the diversity of the student population based on origin.

Indigenous Students

Description Domestic students who self-declare as belonging to a recognized group of Indigenous people of Canada: First Nations, Metis and Inuit. The first pie charts shows the percentage of Indigenous students as compared to total student population. The second pie chart breaks out Indigenous enrolment by First Nations, Metis and Inuit. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of international students and the diversity of the student population.

ESL

English as a Second Language students did not meet the minimum language admission requirements and are enrolled in full time programs to meet these requirements.

Top Five Countries

Description A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose To inform on the diversity of the international student population.