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McMaster University
Fact Book
2020 | 2021

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FACT BOOK 2020-2021

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**Any revisions to the McMaster University Fact Book will be reflected in its web version. Please check the Institutional Research and Analysis web site for the most up-to-date version.*

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- McMaster Museum of Art
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- Office of International Affairs
- Office of the President
- Office of the Provost and Vice-President (Academic)
- Office of the Vice-President (Research)
- School of Graduate Studies
- Student Affairs
- University Advancement
- University Library

Introduction

October, 2021

We are pleased to present the University community with the 2020-2021 edition of the McMaster University Fact Book. The Fact Book is a compilation of the most frequently requested data and statistical information about McMaster University. It is intended to be a basic source of official University data and a valuable resource for high-level, aggregate information.

Many significant events occurred during the 2020-2021 academic year. McMaster placed within the top 15 globally and top three in Canada in the 2021 Times Higher Education (THE) Impact Ranking, which recognizes the impact universities are making to the United Nations' Sustainable Development Goals. McMaster ranked among the top 70 best universities in the world by Times Higher Education. McMaster also placed in the top 10 for most research-intensive Canadian university by Research Infosource, and several McMaster researchers were recognized as the world's most highly cited researchers by Clarivate. Moreover, McMaster received recognition as one of Canada's Best Diversity Employers in 2020 and remained one of Hamilton-Niagara's Top Employers.

In response to the COVID-19 pandemic, academic programs moved rapidly to virtual teaching, learning, and research. A range of initiatives was launched to facilitate the successful transition for students, including the Student Success Centre's online learning support web page and Archway program, which pairs every new student with an upper year student and coach to ensure student feels connected and supported. In addition, experiential and work-integrated learning experiences continued with the innovative support of the Student Success Centre and faculty specific initiatives.

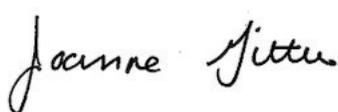
This past year, McMaster launched Canada's Global Nexus for Pandemics and Biological Threats to help mitigate global health threats and bolster the international recovery from the current pandemic. The University finalized its first Teaching and Learning Strategy, which focuses teaching and learning around four main areas of impact: Partnered and Interdisciplinary Learning, Inclusive and Scholarly Teaching, Active and Flexible Learning Spaces, and Holistic and Personalized Student Experience. The Equity, Diversity, and Inclusion (EDI) Strategy and Action Plan created enhanced pathways and improved opportunities for equity deserving groups. Further, micro-credential rapid training opportunities were developed to meet societal and labour market needs and student demand.

We thank our colleagues across the university who contributed to the development of this edition of the Fact Book.

An online copy of this Fact Book is located at <https://ira.mcmaster.ca/fact-book/>. Please bookmark this document or subscribe to the Institutional Research and Analysis RSS feed and use it as a reference.

The Office of Institutional Research and Analysis is dedicated to providing accurate, timely and high-quality data to academic and administrative offices at McMaster and strives to ensure that this Fact Book continues to meet the basic information requirements of its readers. Please send any comments and/or suggestions on the contents and usefulness of this publication to irahelp@mcmaster.ca.

Sincerely,



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McMaster Strategic Goals and Priorities

McMaster University was founded in 1887 and is governed by the McMaster University Act, 1976. The University has achieved an international reputation as a centre of excellence for teaching and learning, innovation, and creativity. This year, McMaster was again ranked one of only two universities in Ontario among the world's top 70 universities, and one of only four in Canada (Times Higher Education). *Research Infosource 2020* ranked McMaster as Canada's most research-intensive university for the 4th consecutive year, with a total research income of \$372M, averaging \$404,000 per faculty member – more than double the national average.

We serve our community and society by nurturing and supporting the fulfillment of human potential: inspiring creativity and critical thinking, promoting an enduring love of learning and the habit of inquiry, and undertaking innovative research that extends the boundaries and enhances the efficacy of knowledge. We are committed to the advancement of human and societal health and well-being, and ultimately to creating a brighter world for all.

VISION STATEMENT

Impact, Ambition and Transformation through Excellence, Inclusion and Community: Advancing Human and Societal Health and Well-Being.

MISSION STATEMENT

At McMaster, our purpose is the discovery, communication, and preservation of knowledge. In our teaching, research, and scholarship, we are committed to creativity, innovation, and excellence. We value integrity, quality, inclusiveness, and teamwork in everything we do. We inspire critical thinking, personal growth, and a passion for lifelong learning. We serve the social, cultural, and economic needs of our community and our society.

LOOKING FORWARD WITH OPTIMISM

Amidst the ongoing global pandemic, McMaster has continued to innovate and adapt to overcome the challenges posed by COVID-19, while also actively planning for the future. McMaster launched Canada's Global Nexus for Pandemics and Biological Threats, an international network of scientists, clinical health and medical specialists, engineers, social scientists, history and policy researchers, and economics and business experts, devoted to preventing future pandemics, mitigating global health threats, and bolstering the international recovery from the current pandemic. McMaster is uniquely positioned due to its internationally renowned culture of collaboration and track record of success. Even in the virtual environment McMaster continues to focus on providing an optimal student experience, supporting our diverse campus community, and enhancing local, national, and international connections, while advancing research excellence across the campus.

STRATEGIC PRIORITIES

This past year President David Farrar led the McMaster community through a visioning and strategic planning exercise. This led to the launch of McMaster's refreshed Vision Statement, which is intended to capture both the depth of our collective aspirations and desire for impact, as well as our commitment to inclusive excellence and serving the global community in all that we do. Through the many discussions and consultations, a clear picture emerged of McMaster's commitment to making a positive impact on the world. This includes developing the partnerships and collaborations needed to support our scholars and ensuring that we are well positioned to tackle the major local and global issues we face, while building a clear sense of community and belonging for everyone.

The Vision Statement was followed by the launch of McMaster's Institutional Priorities and Strategic Framework for 2021 to 2024. This new strategic plan focuses the University's collective efforts around five key institutional priorities: (1) inclusive excellence, (2) teaching and learning, (3) research and scholarship, (4) engaging local, national, Indigenous, and global communities, and (5) operational excellence. The plan is based upon, and consistent with, a number of pre-existing strategic documents, including the Equity, Diversity, and Inclusion (EDI) Strategy and Action Plan, the Community Engagement Strategy and the new Teaching and Learning Strategy, and will itself be used as the basis for other planning processes throughout the institution.

Our focus remains to foster the creative and intellectual potential of our students, while at the same time preparing our graduates to build successful careers and meaningful lives. McMaster also has a strong track record of working with industry, successfully outpacing our peers over the last five years in industry-sponsored research. Such industrial collaborations act as magnets, attracting businesses to our region, allowing for the incubation of new companies and creating jobs for Canada's next generation of leaders – our students.

Strategic Goals

GOAL ONE: DEVELOPING A DISTINCTIVE, PERSONALIZED, ENGAGING, AND SUSTAINABLE STUDENT EXPERIENCE

1 McMaster is committed to taking a collaborative, innovative, and interdisciplinary approach to teaching and learning. Our students gain practical experience linked to their education and career goals through internships, co-ops, career placements, and career planning workshops and courses. McMaster's signature pedagogies, such as inquiry and problem-based learning, have been adopted in jurisdictions around the world, transforming post-secondary teaching and learning. Our goal is to continue building on the success of our most creative and innovative programs, providing an enriching and transformative learning experience for all students with increased opportunities for experiential, work-integrated, self-directed, virtual learning, and learning through micro-credentials.



McMaster produces some of Canada's most employable graduates, according to Times Higher Education. The University ranked fifth in Canada and 77th worldwide, in the Global University Employability Ranking 2020.



In 2020-2021, McMaster enrolled 2,452 credit transfer students (an increase of 7.8 per cent compared to 2019-20) from Ontario universities and colleges.

KEY INITIATIVES

- This past year, McMaster finalized its first Teaching and Learning Strategy. *Partnership in Teaching and Learning: McMaster's Teaching and Learning Strategy 2021-2026* identifies four areas of impact that will become the focus of teaching and learning objectives at McMaster. These areas are Partnered and Interdisciplinary Learning, Inclusive and Scholarly Teaching, Active and Flexible Learning Spaces, and Holistic and Personalized Student Experience.

Inclusive Excellence

- McMaster aspires to embed an inclusive approach to its student experience that intentionally engages and respects a diversity of learners' perspectives and ways of learning. In May 2019, after detailed community consultation and planning, McMaster launched its EDI Strategy and Action Plan with a three-year time horizon. The following new initiatives and projects, focused on enhancing EDI in the student experience, are underway:
 - McMaster developed and launched a Student Census and Experience Survey to inform improvements to the student experience in the following areas: food security and financial health; personal security and physical safety; social connection and belonging; emotional

and spiritual well-being; mental and physical health; career development; and academic success.

- The International Student Services team within the Student Success Centre provides specialized support in the areas of immigration, orientation, transition, academic and career programs to help students adjust to life in Canada. The first-year mentorship program pairs international students with domestic upper-year students who provide peer-to-peer support in all areas of student life experience at McMaster.
- In winter 2021 the School of Nursing launched a new Indigenous Health Course within the BScN Program. The school also has a new Equity Community of Practice.
- The Undergraduate Medical Program has continued work on its Black Equity Stream and the implementation of mandatory implicit/unconscious bias and anti-oppressive training for assessors of applicants. The program has also reviewed its long-standing Facilitated Indigenous Application Process.
- McMaster Engineering has partnered with five other Ontario universities to release a new Fellowship designed to expand the pathways for Indigenous and Black students pursuing doctoral degrees. The goal is to increase the number of Indigenous and Black engineering professors teaching and researching in universities across Ontario.
- In partnership with University Technology Services (UTS), the Equity and Inclusion Office created a Web Accessibility Roadmap to ensure that all McMaster web materials are adhering to the AODA Legislation.
- McMaster Continuing Education serves a significant number of newcomers to Canada, including internationally trained professionals. The Department is developing a roster of academic, career, and mental health and wellness supports for all students, with particular awareness of the needs of newcomers.
- The DeGroote School of Business has partnered with ICON Talent Partners, a not-for-profit organization dedicated to increasing opportunities for high-achieving BIPOC students. Students receive comprehensive training, mentoring, and support to help them gain access to career opportunities in management consulting, sales and trading, investment banking, and related fields.



Pandemic Response

- As academic programs moved rapidly online in response to the pandemic, a range of initiatives were launched to facilitate a successful transition for students:
 - McMaster's Virtual Learning Task Force – comprised of 31 faculty, students, and staff from across campus – was created in the Fall of 2020 to provide recommendations to the University on enhancing the virtual teaching and learning experience. Discussions regarding virtual learning have continued through the Teaching and Learning Advisory Group, which includes technology and pedagogical experts, instructors, and students.
 - The Student Success Centre, in partnership with UTS, developed an online learning support web page that acts as a central hub to support students' academic performance in an online learning environment.
 - University Technology Services, in partnership with the MacPherson Institute, implemented several initiatives including: Alibaba VPN capabilities to support international students in China with improved access to campus systems; the purchase and implementation of the Zoom web

conferencing software; the enhancement and integration of the Microsoft Teams system; and the integration of the Avenue to Learn Learning Management Systems with other systems on campus.

- The Undergraduate Medical Program made advances by investing in and supporting faculty members' use of a variety of interactive digital technologies for large group sessions, and increasing the number of flipped classrooms, and small group virtual sessions at key points in the curriculum. These changes decreased didactic teaching, enhanced the opportunities for students to apply their knowledge, and allowed faculty members to provide immediate feedback.
- The Faculty of Health Sciences worked with hospital and clinical partners to adapt education programs and front-load conceptual learning so that students could better leverage clinical experience to consolidate medical knowledge during the pandemic. The Physiotherapy Master's program adopted a focused 'boot camp' approach to teach clinical skills in adherence with public health guidelines, allowing physiotherapy graduates to join the workforce without delay.

Experiential Learning

- Across the University, students are offered experiential learning experiences, career readiness opportunities, and work-integrated learning experiences. Recent initiatives include:
 - The Student Success Centre Career Treks program provides short-term opportunities to help students gain hands-on experience and mentorship from a local employer. During the pandemic, the program moved online and 86 student placements were completed in the virtual environment. The Student Success Centre also added several new partnerships focused on providing virtual opportunities to students, including hack-a-thons (Hackworks), conferences, and challenges (Mindsumo).
 - With support from the Government of Ontario's Career Ready Fund, McMaster's Faculty of Engineering is helping small and medium-sized businesses in the automotive and advanced manufacturing sectors hire co-op students from McMaster.
 - McMaster Continuing Education is a partner with Level UP, an innovative work-integrated learning program powered by Riipen and sponsored by the Government of Canada. Students

connect with organizations for short-term paid projects that help them gain relevant work experiences, build professional networks, acquire career clarity, and develop skills.

- In the Spring of 2020 the first class of scholars graduated from the McMaster Grand Challenges Scholars Program, which has the United Nations Sustainable Development Goals as the focus. In this program, students develop skills in five key areas, including entrepreneurship and social responsibility, with the goal of preparing them to respond effectively to 21st century challenges.
- The DeGroote School of Business, in partnership with Mitacs, launched the Business Strategy Internship (BSI) program in June 2020 and supported 52 internships. The BSI program provided students with the opportunity to put their skills to work and help organizations adapt and grow their business during the COVID-19 pandemic.
- In Fall 2021, the Faculty of Engineering launched its redesigned Engineering I curriculum, which includes a full-year, experiential engineering learning course centred around a series of virtual design projects and labs. Students focus on grand challenges, viewing complex problems with a multidisciplinary lens, with human-centred design thinking and entrepreneurship embedded in all programming.

Innovative Programming

- To meet societal and labour market needs and student demand, McMaster continues to develop new and innovative programs, including rapid training opportunities through micro-credentials and interdisciplinary and multi-disciplinary offerings. Recent initiatives include:
 - McMaster University Continuing Education has partnered with the National Institutes of Health Informatics (NIHI) to offer learning experiences that allow students to earn a micro-credential and receive a Certificate of Completion from NIHI and McMaster. This initiative was funded by eCampusOntario.
 - With support from Ontario RapidSkills, McMaster Manufacturing Research Institute's Industry Training Program is helping under- and unemployed workers with automotive and manufacturing training and experience adapt to new technologies and gain new skills in processes, materials, and industry 4.0.
 - The Faculty of Engineering is creating a new minor and certificate program in software development, which will be available to all McMaster students. The minor will cover a range of topics, including programming, animation and visual effects, and artificial intelligence in the digital arts, enabling students to fuse their programs of study with software development skills.
- A transnational, transdisciplinary doctoral program was launched in Global Health by the Faculty of Health Sciences to respond to the acute need for research and scholarship in this evolving area. It has developed a local and international complement of scholars to supervise a diverse and inclusive cohort of doctoral candidates.
- The School of Nursing and McMaster Continuing Education established an educational and business partnership to offer health professionals across Canada three academic credit courses in continence care. A Certificate of Professional Learning will be granted to those who successfully complete all three courses.
- In Fall 2021, the Faculty of Social Sciences will launch a new Concurrent Certificate in Social Innovation. The program will help students develop the skills they need to design and implement forward-looking solutions to social issues. The interdisciplinary certificate is open to any undergraduate McMaster student.
- Launched in 2020, the Systems & Technology Master's program, offered through the W. Booth School of Engineering Practice and Technology, is the only one of its kind in Canada that delivers specialized training in digital manufacturing, automotive, automation, and smart, connected systems.





KEY OUTCOMES

- McMaster responded to the ongoing COVID-19 pandemic by operating in a largely virtual teaching and learning environment for the 2020-2021 academic year. The University continued its focus on providing a high-quality virtual learning experience and has made several innovations to support this that will continue into the future. A few select examples are as follows:
 - The Department of Biochemistry and Biomedical Sciences translated the undergraduate laboratory experience by mastering and navigating multiple online platforms to create dozens of original videos of lab techniques and develop an innovative virtual lab bench.
 - The Faculty of Science successfully adapted most labs to a virtual setting. First year Science students were sent laboratory kits, allowing them to participate in virtual labs from home while still gaining important hands-on learning experience.
 - As part of the Virtual Learning Strategy announced by the Government of Ontario in December 2020, McMaster received over \$2.5M to fund 28 projects. These projects support key priority areas for creating digital content, providing skills to faculty and students, and identifying educational technologies to support online course and program offerings.
- Several recent initiatives in health and well-being highlight McMaster's leadership in developing a distinctive, personalized, and sustainable student experience while navigating the virtual environment of the pandemic, including:
 - Archway, a made-at-McMaster program designed to deliver a guided, personalized support system, successfully engaged more than 4,500 first-year students, with 200 mentors conducting more than 8,500 one-on-one discussions. Created as a response to the unique circumstances facing students during the pandemic, Archway offers individual support by pairing each new student with an upper year student and a coach, a professional staff member who can answer questions, provide connections with on- and off-campus supports, and help create a sense of community.
 - Mac's Money Centre (MMC) in the Student Success Centre offers financial wellness education (budgeting, debt and credit management, spending behaviours), tax support services, and individual coaching appointments for students.
 - The Student Success Centre provides on-demand virtual services for students, including drop-in appointments (video or text chat), and the Comm100 live chat. The live chat feature gives students access to immediate answers, refers students to partners when necessary, and promotes a sense of campus community. The Student Success Centre maintained its service delivery in the virtual environment with more than 350 students taking advantage of this service.
- McMaster continues to create and support programs that emphasize skills training and work-integrated learning to prepare students for careers in a continuously changing work environment:
 - McMaster University Continuing Education has partnered with Devant to offer the course *Employability Skills and Cultural Fluency for the Canadian Workplace*. This course provides essential support and guidance to international and newcomer students as they navigate the Canadian job market.
 - The Michael G. DeGroote Health Innovation, Commercialization, and Entrepreneurship (Health ICE) program was initiated to develop the next generation of entrepreneurs and high-impact health innovations, and create a

vibrant culture of entrepreneurship and interdisciplinary collaboration between clinicians, researchers, entrepreneurs, hospitals, and industry partners. It has engaged 1,050 individuals and supported 28 events and 28 health innovation proposals to date.

- The Global Health Office has developed a template for student work experience at local, regional, national, and international organizations that resulted in an inventory of more than 60 organizations prepared to offer three-month internships.
- In addition to offering a program specifically on Entrepreneurship, McMaster University Continuing Education hosts free webinars that provide insights into how to start a business. The sessions address the challenges of starting a business and how aspiring business owners can avoid these pitfalls.
- In 2020-21, 94.8% of 2019 graduates of undergraduate programs participated in at least one course with Experiential Learning components (Strategic Mandate Agreement Metric 7) and McMaster saw an 18 per cent increase in the number of students undertaking a co-op work term, with over 5,100 co-op work terms reported in 2018-19.
- The MacChangers program is a co-curricular program, jointly run by the Faculty of Engineering and the Office of Community Engagement, that focuses on the UN Sustainable Development Goals and is intended to build a more resilient Hamilton community. Interdisciplinary teams of McMaster students commit eight months to developing innovative solutions to local and global societal issues, which this year included: pedestrian safety, the opioid crisis, resilient infrastructure, and social sustainability.

- In 2020-2021, McMaster enrolled 2,452 credit transfer students (an increase of 7.8 per cent compared to 2019-20) from Ontario universities and colleges. McMaster continues to emphasize career preparedness and McMaster students consistently excel in metrics related to employment after graduation:

- Understanding students' challenges with job searching and networking during a pandemic, McMaster hosted Connect to Careers Virtual Job Fair in partnership with Mohawk College, Redeemer University, Workforce Planning Hamilton, and Economic Development, City of Hamilton. A total of 78 organizations attended the virtual event: 90% of employers were hiring for full-time employment, 40% for co-op, 32% for summer, 47% for part-time, and 50% indicated they had remote opportunities available.
- McMaster produces some of Canada's most employable graduates, according to Times Higher Education. The University ranked fifth in Canada and 77th worldwide, in the Global University Employability Ranking 2020.

- In the 2020 National Survey of Student Engagement (NSSE), 82 per cent of respondents rated their entire McMaster educational experience as good, or excellent, compared with Ontario's average of 74 per cent.
- The first year of the Student Transition to Education Program in the Social Sciences (STEPSS) received positive feedback from Level I students and engaged 139 incoming students. The program offered a tuition-free mini course on "Surviving and Thriving in the Social Sciences," pointed students towards central programs, and guided students through the enrolment process.
- McMaster is committed to taking an interdisciplinary approach to teaching and learning and in 2020-21, 52% of students were enrolled in interdisciplinary programs (Strategic Mandate Agreement Metric 2).
- McMaster prepares graduates for successful careers, with 82% of Fall 2013 full-time, first-year undergraduate students graduating from McMaster within 7 years (Strategic Mandate Agreement Metric 3).



Strategic Goals

GOAL TWO: ENHANCING THE CONNECTIONS BETWEEN MCMASTER AND THE COMMUNITIES WE SERVE, LOCALLY, PROVINCIALLY, NATIONALLY AND AROUND THE GLOBE.

2

McMaster remains committed to public service and fostering collaboration between the University and community partners. This work enables us to better understand and consider the issues identified as priorities by local and global communities, including this year continuing to overcome the challenges posed by the pandemic. In addition to our focus on building connections at the local, provincial, national, and global levels, McMaster also supports the broader community through our work to foster a diverse campus community and create enhanced pathways and improved opportunities for equity deserving groups. Our alumni community of more than 213,000, based in countries around the world, also support us in building connections globally.



“Canada’s Global Nexus for Pandemics and Biological Threats will recruit global talent, boost global health security, train graduate students, provide jobs and economic growth and make Canada a global destination for investment and innovation.”

– Dr. Gerry Wright
Lead, Canada’s Global Nexus for Pandemics
and Biological Threats



McMaster placed 14th in the world in the Times Higher Education (THE) Impact Ranking for 2021. This international ranking recognizes the impact universities are making in their own countries and on a global scale.

KEY INITIATIVES

- Canada's Global Nexus for Pandemics and Biological Threats will support decision-makers, system leaders, businesses, communities, and the public in developing and deploying relevant and timely solutions to prevent, prepare for, and protect against pandemics and biological threats. Canada's Global Nexus leverages our collective strength and international networks, building an environment for the world's top experts to work together across disciplines and sectors to solve the most pressing issues related to pandemics and biological threats.
- The McMaster Okanagan Committee recently launched an interactive website (<https://okanagan.mcmaster.ca>) which contains an inventory of McMaster's programs, services, research and courses regarding health and well-being initiatives. Over the past year, the McMaster Okanagan Committee (MOC) transitioned to online and virtual programming and worked to expand its social media presence by adding daily health and well-being tips to its Instagram and Facebook accounts. The website received international attention and is part of McMaster's commitment to the Okanagan Charter, which the University signed in 2017.

Inclusive Excellence

- As part of McMaster's focus on advancing issues of equity and inclusion and building a diverse and vibrant campus community, over the last year EDI Action Plan priorities have focused on the recruitment, engagement, and retention of students, staff, and faculty.
 - EDI principles and practices have been codified in a new faculty recruitment and selection policy and a companion handbook launched to enhance inclusive excellence in hiring processes. Faculty members and staff hiring managers continue to be trained as Employment Equity Facilitators, supporting the advancement of institutional and Faculty/Departmental employment equity priorities and goals. The Strategic Excellence and Equity in Recruitment & Retention (STEER/R) Program will be piloted for a three-year period commencing in 2021.
 - McMaster launched an employee resource group for Black, Indigenous, and Racialized staff to enhance opportunities for social and professional networking, as well as career and leadership development.
- The Faculty of Health Sciences Equity, Diversity, and Inclusion Advisory Committee (EDIAC) has grown to 92 members, including faculty, staff, and learners, and the Terms of Reference are currently being revised to better incorporate the Indigenous equity perspective. The EDIAC has four working groups focused on strategic recruitment and retention, training and professional development, measurement of equity and inclusion, and inclusive communications.
- Through the Equity and Inclusion Office, McMaster is represented on a newly launched Hamilton Anchor Institution Leadership (HAIL) Equity and Inclusion Task Force. The goal is to create proactive solutions, collective actions, and a stronger response to racism, equity, and inclusion across the City of Hamilton.
- McMaster joined the "50-30 Challenge" which is an initiative led by the Government of Canada in partnership with businesses and diversity organizations. Its focus is on gender parity (50%) and significant representation of under-represented groups (30%) on senior management and boards.



- In collaboration with the Child Welfare Political Action Committee Canada, McMaster committed to eliminating tuition fees for up to 20 current and former foster children who are working towards an undergraduate or graduate degree. Applications will be accepted regardless of the age of applicants so long as they meet eligibility requirements.
- The Faculty of Humanities' MELD Community Access award program offers 10 full tuition awards to community members, mostly refugees and new immigrants, valued at \$300,000.
- McMaster Continuing Education's 55 Plus program meets the learning needs and interests of older adult learners in a virtual format.

Indigenous Initiatives

- With the guidance of the Indigenous Education Council, the University continues to focus on advancing and supporting Indigenous initiatives, providing enhanced opportunities for Indigenous faculty, staff, and students, and addressing the recommendations arising from the report of the Truth and Reconciliation Commission of Canada.

- Alongside the University's institutional strategy, and recognizing the unique position of Indigenous peoples within our community and society, the Indigenous Education Council has been developing Indigenous Education and Research strategies to guide the University's future work and focus in this crucial area.
- The Faculty of Social Sciences established an Equity, Diversity, Inclusion, and Indigenous Strategies (EDIIS) Advisory Group in 2020. The 13-member group will provide recommendations for EDIIS initiatives and monitor and report on the Faculty's progress.
- The Faculty of Health Sciences Indigenous Health Initiative (IHI) continues to build momentum to decolonize health science education for Indigenous learners. The Faculty is developing an Indigenous Health Learning Lodge in alignment with the Truth and Reconciliation Commission of Canada's self-determining approach to system reform with respect to health sciences education.

Engagement with the City of Hamilton

- McMaster continues to lead and actively engage in a range of initiatives within the City of Hamilton, including:
 - The Faculty of Social Sciences conducted a survey to better understand the community-engaged research (CER) taking place within the Faculty. The survey found that 25% of faculty members had engaged in CER in the previous year and conducted 68 projects with more than 130 community partners. The Faculty has also created a new interactive system to systematically track and share research projects.
 - Since it began its work in 2016, the Office of Community Engagement's Research Shop has contributed nearly 14,300 student volunteer hours to address community partners' questions on 44 projects. These included an environmental scan on affordable housing for newcomers to Canada and evaluations of academic and social programs for middle school students.
 - The McMaster Optimal Aging Portal continues to be a key resource to support older adults, caregivers, clinicians, public health professionals, social system professionals, and policymakers from the City of Hamilton and around the world. The Portal shifted its focus

toward older adults impacted by the COVID-19 pandemic by highlighting ways to stay active and engaged while practicing physical distancing. The content attracted more than 11,000 new site users and almost 20,000 sessions on COVID-19 topics.

- In 2020 the Faculty of Humanities launched the McMaster Humanities Career Apprenticeship Program in partnership with the Hamilton Economic Development office. Graduating students are paired with full-time employment opportunities in the Hamilton business community.
- CityLAB Hamilton, an innovation hub that brings together students, academics, and City leaders continues to identify complex challenges related to the City of Hamilton's strategic priorities and match them with faculty and courses from Hamilton's three post-secondary institutions. In less than 4 years, 1,075 students and 24 faculty members from McMaster have worked on 61 projects and contributed 18,853 student hours to CityLAB.
- The DeGroote School of Business (DSB) partnered with the Hamilton and Burlington Chambers of Commerce to launch a free advisory service, "Ask an Expert," where small business owners in the community can seek guidance from faculty regarding the current market challenges posed by COVID-19. Faculty volunteers also shared their advice in webinars hosted by both chambers. In response to small businesses' pandemic-related challenges, DSB also established a virtual incubator to support aspiring entrepreneurs.

International Networks

- McMaster seeks to build a strong network of international partnerships, including research collaborations, internships, and exchanges with institutions around the globe, and supports our students and faculty in developing such connections:
 - During the pandemic the McMaster Exchange Program facilitated virtual exchange opportunities for both inbound and outbound cohorts. Simultaneously, through McMaster's institutional

membership in Universitas 21, over 130 students participated in the U21 Global Citizenship course led by Common Purpose.

- McMaster Global Health provides a model of transdisciplinary higher education with cross-cultural learning opportunities. The program adapted its hybrid model to an entirely online collaboration with students from around the globe connected to lectures through six partner universities. The program culminated in a virtual academic symposium in which graduate students from McMaster had the opportunity to present their research to a global audience.
- McMaster's global experience programming through the Student Success Centre provides opportunities for students to enhance their community engagement, leadership, and impact through work-related, real-life learning. Partnerships with employers and international organizations enable students and recent alumni to complete international work experience and gain intercultural competencies that complement their academic studies and support their career goals.
- In response to the COVID-19 pandemic, the global health graduate program moved its capstone experience – a two-week international global health symposium – to a digital offering spanning 12 different time zones. The symposium brought together more than 300 students and faculty from McMaster and its partner universities in the Netherlands, India, Colombia, Sudan, Japan, and Thailand.
- Since the beginning of the COVID-19 pandemic, members of the Department of Health Research Methods, Evidence, and Impact have supported timely healthcare decision-making through partnerships with internationally recognized organizations. This has included the World Health Organization (WHO), Cochrane, and the Pan American Health Organization (PAHO).
- The Global Health Office, in partnership with PAHO Collaborating Centres, provides support to Caribbean countries to strengthen their health human resources planning capacities. McMaster graduate students have the opportunity to participate in an international work-integrated learning project with a multi-lateral organization in Washington, D.C.
- McMaster Global is an annual campus-wide showcase of the University's global engagement activities, including International Education Week (IEW) and the annual McMaster Global Engagement Town Hall update. For the past three years McMaster Global and IEW has included more than 40 free workshops, seminars, lectures, academic and cultural events for students, faculty, staff, and alumni hosted and supported by 30 different campus wide stakeholders and community partners. This highlights the breadth of our collective commitment to global engagement, including addressing the United Nations Sustainable Development Goals (SDGs), and fostering global citizenship in support of McMaster's vision and mission.
- The Student Success Centre global team offered two new virtual work opportunities to promote students' experiential learning: 1. Think Pacific, Fiji Virtual Internships in the Fiji Islands; and 2. Virtual Internship Partners, whereby students applied to companies in China, Japan, South Korea, Vietnam, India, and the United Kingdom.
- McMaster is the host institution for Academics Without Borders, a virtual, volunteer-driven NGO that connects academics in the developed world with colleagues and universities in developing countries.



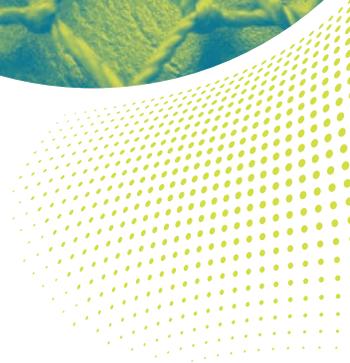
KEY OUTCOMES

- In recognition of McMaster's work and focus on employment equity, the University was named one of Canada's Best Diversity Employers in 2020. For the sixth year in a row, McMaster was also named one of Hamilton-Niagara's Top Employers. With approximately 12,000 faculty and staff, McMaster is one of the largest employers in the Greater Hamilton Area.
- In 2019-20, McMaster welcomed 6,820 full-time, first-generation students (representing about 21 per cent of McMaster's Fall full-time student enrolment), 536 (1.7 per cent) Indigenous learners (First Nations, Métis, and Inuit) and 2,465 (7.6 per cent) students with disabilities. McMaster continually strives to improve access to underrepresented groups through pathway programs and initiatives.
- McMaster placed 14th in the world in the Times Higher Education (THE) Impact Ranking for 2021. This international ranking recognizes the impact universities are making in their own countries and on a global scale. The ranking is based on the Sustainable Development Goals (SDGs) adopted by the United Nations, which are designed to address the most serious challenges facing our world. McMaster placed 1st in Canada in Decent Work and Economic Growth and Partnerships for the SDGs, and 4th overall in the Good Health and Well-Being SDG.
- The School of Nursing began development of a new Nurse Residency Program in partnership with Nunavut/St. Joseph's Healthcare to address the increasing demand for nurses in Nunavut. This program will support the transition of newly graduated nurses from the Accelerated Stream BScN into the Nunavut nursing workforce.
- McMaster is committed to improving the lives of people in the communities the University serves by partnering with community stakeholders to find creative solutions to complex challenges through research. Community-focused research initiatives include:
 - In the Extended Primary Care at Home project, the Department of Family Medicine trialled an innovative model to treat patients with mild-moderate COVID-19 at home with close monitoring from primary care. This model reduced the demand on hospitals while facilitating early detection of those who needed hospital care.
 - The Department of Family Medicine brought research and practice together by creating responsive and innovative interventions in at-risk long-term care homes, retirement homes, and residential care facilities during COVID-19 outbreaks. The Department is now leading efforts, in collaboration with the Hamilton Health Team, to translate lessons learned into continuous quality improvement in congregate settings.
 - The First Nations Digital Democracy project seeks to understand the role of digital technologies, such as internet voting, in First Nations communities. The project brings together a unique collaboration of First Nations communities in Ontario, the Union of Ontario Indians, Elections Canada, industry partner ScytI, Keewaytinook Okimakanak Research Institute, Ryerson's Centre for Indigenous Governance, the Carleton University Survey Centre, York University's Institute for Social Research and McMaster University. All partners in this project are keen to develop insights and strategies for harnessing digital technologies to enhance participation and the quality of governance for First Nations communities.
 - The McMaster Institute for Research on Aging developed two e-learning modules focused on osteoarthritis and brain health which were accessed by more than 75,000 users.

- Caregiving Essentials, McMaster Continuing Education's free online program supporting informal caregivers, won a 2020 Program Award from the Canadian Association for University Continuing Education. The program has served more than 600 caregivers since its launch in Fall 2018.
- McMaster has found ways to continue to positively engage the community in its academic programming and collaborations throughout the COVID-19 pandemic:
 - Since launching in May 2020, 2,888 people from more than 50 countries have visited the free FIRST Course for rehabilitation specialists, and the program's resources have been accessed 3,880 times. Of all learners who completed the course, 99 per cent agreed it was worthwhile and would recommend it to a colleague.
 - Members of the Department of Health Research Methods, Evidence, and Impact have helped international organizations develop and launch the e-COVID-19 Recommendation Map, accelerating the availability of new evidence to support and advance implementation and research efforts in Canada and around the world, including low- and middle-income countries; established COVID-END, an international network of experts from the health and social sciences that supports evidence-based policy-making in Canada and abroad; and developed a suite of rapid reviews and network meta-analyses to address the challenges posed by the evolution of the COVID-19 pandemic.
- In the spring of 2020, the DeGroot School of Business launched the Knowledge Labs series, which transitioned existing live engagement events to a virtual platform. The series featured 10 webinars that generated 3,000 combined registered guests across the DeGroot and McMaster alumni global communities, as well as members of the business community.
- McMaster plays a critically important role in the transformation of Hamilton with students making up 9.1 per cent of the Hamilton population between the ages of 15-64 (Strategic Mandate Agreement Metric 4).
- McMaster programs provide high-quality preparation for future careers. In the 2019 Ontario University Graduate Survey of McMaster's 2017 graduates, 92.7 per cent of those in full-time employment indicated that they were in employment that was closely related or somewhat related to the skills they studied at university. The Ontario average is 90 per cent (source: Ministry of Colleges and Universities' 2019 Ontario University Graduate Survey; Strategic Mandate Agreement Metric 1).
- McMaster prepares graduates for meaningful lives and careers, as evidenced by the 2017 median employment earnings two years after graduation of \$56,631.28 (source: Education and Labour Market Longitudinal Platform, Statistics Canada; Strategic Mandate Agreement Metric 9).



With the guidance of the Indigenous Education Council, the University continues to focus on advancing and supporting Indigenous initiatives, providing enhanced opportunities for Indigenous faculty, staff, and students.



Strategic Goals

GOAL THREE: STRENGTHENING THE EXCELLENCE OF OUR RESEARCH AND OUR GRADUATE EDUCATION AND TRAINING, WHILE SEEKING OPPORTUNITIES TO INTEGRATE RESEARCH MORE PURPOSEFULLY INTO OUR ACADEMIC MISSION.

3

Ranked as Canada's most research-intensive university for four consecutive years, McMaster excels at interdisciplinary and collaborative research, working with industry, government, community partners, as well as other academic institutions around the globe. Our research reflects current and emerging issues of relevance to our local and global communities and has impact across a wide range of disciplines. We continue to build on our track record in technology transfer and entrepreneurship to provide opportunities to our faculty and students and bridge the gap between research and commercial application. Committed to engaging students in research activities, we strive to integrate research and teaching across our programming. Our graduate training is central to sustaining our research intensity and we are committed to equipping graduate students in all programs with the practical skills and experiential knowledge that will enable them to translate their academic achievements into success after graduation.



Research Infosource 2020 ranked McMaster as Canada's most research-intensive university for the 4th consecutive year, with a total research income of \$372M, averaging \$404,000 per faculty member – more than double the national average.



The Ontario Together Fund invested \$1.2M in McMaster's Centre of Excellence in Protective Equipment and Materials (CEPEM), Canada's first and only research hub dedicated to developing, testing, and validating personal protective equipment (PPE).

Inclusive Excellence

- McMaster received an EDI stipend from the federal Tri-agency Secretariat to advance inclusive excellence in the research ecosystem. The funds have been used to seed a research project examining the barriers to, and enablers of, equitable and inclusive retention and recognition processes, with the goal of engaging and advancing diverse scholars and research chairholders.
- A \$1.2M grant from Indigenous Services Canada will provide palliative care training and coaching for community-based teams in Indigenous, First Nations, Inuit, and Métis communities, building on previous work on palliative care within these communities.

KEY INITIATIVES

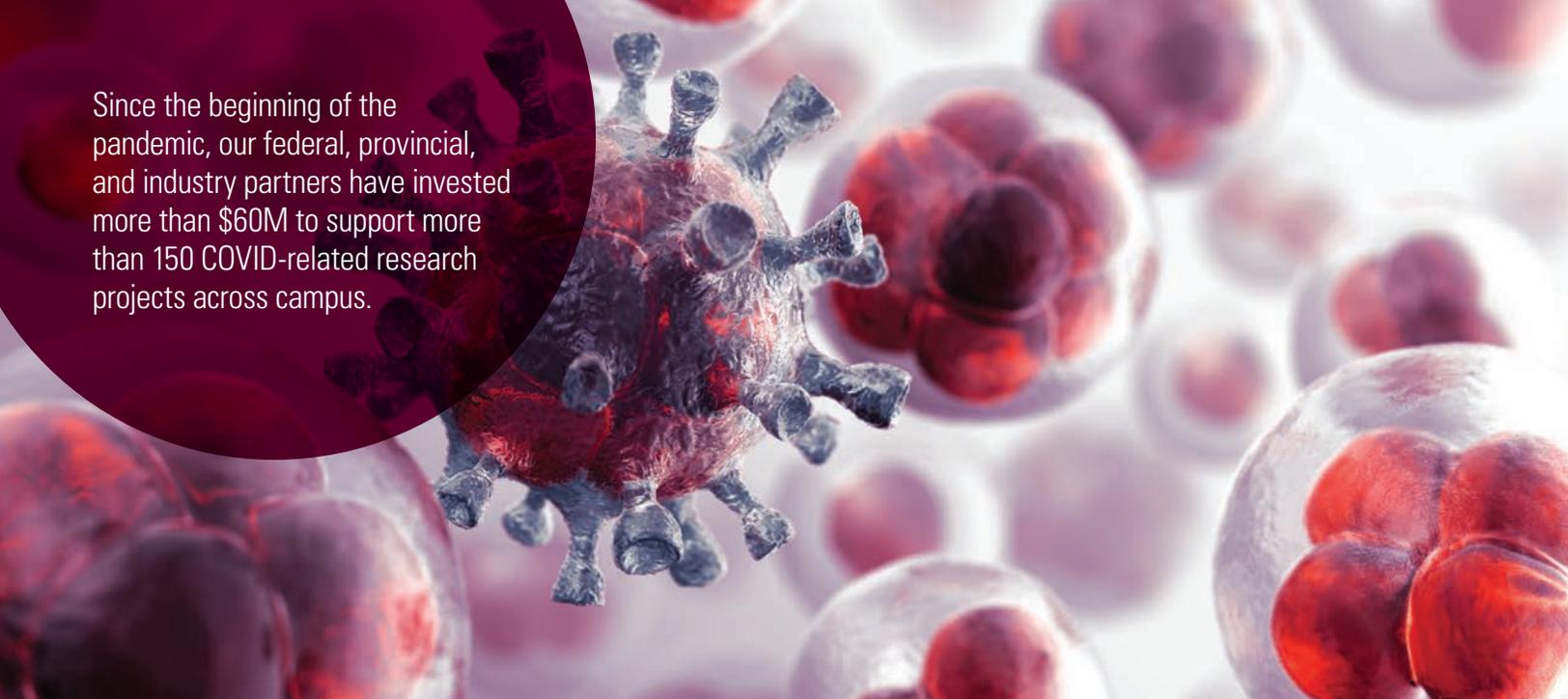
- McMaster is a powerhouse in the area of infectious disease research, health research, and advanced manufacturing. From the spread and prevention of COVID-19 to its social and economic impacts, to our ability to assist in novel technological innovations, McMaster's world-leading experts and institutes are helping combat COVID-19. Canada's

Global Nexus for Pandemics and Biological Threats leverages our collective strength and international networks, building an environment for the world's top experts across disciplines and sectors to ensure we are better prepared to meet the challenges of future biological threats. Since the beginning of the pandemic, our federal, provincial, and industry partners have invested more than \$60M to support more than 150 COVID-related research projects across campus.

- Through the Canada Foundation for Innovation's Exceptional Opportunities Fund, McMaster researchers received \$1.5M to address the impact of SARS-CoV-2 on human and animal hosts; track its spread through our communities using genomics approaches; leverage this information in the development of new diagnostics; discover and develop new antiviral therapies and trace the course of infection in individuals using serological studies, which are essential for vaccine development.
- The Ontario Together Fund invested \$1.2M in McMaster's Centre of Excellence in Protective Equipment and Materials (CEPEM), Canada's first and only research hub dedicated to

developing, testing, and validating personal protective equipment (PPE). Through the CEPEM, more than 100 faculty, technical staff, and students are collaborating with regional manufacturers and government agencies to design, develop, and test PPE and strengthen Canada's supply chain.

- Two McMaster projects received CITF awards totalling some \$1.5M to study the use of vaccines in the South Asian and First Nations communities. Researchers are investigating vaccine access, immunogenicity, effectiveness, and safety among South Asians in Ontario and British Columbia as well as vaccine access, uptake, effectiveness, and safety in First Nations Communities.
- With Natural Sciences and Engineering Research Council, MITACS, and industry funding, researchers at McMaster are developing an oral delivery system for COVID-19 vaccines using thin polymer strips. This convenient and easily administered technique could eliminate subcutaneous injection, and the requirement for trained healthcare professionals, in the vaccination process.



Since the beginning of the pandemic, our federal, provincial, and industry partners have invested more than \$60M to support more than 150 COVID-related research projects across campus.

- McMaster received almost \$1M from the Ontario government to help detect COVID-19 in wastewater, allowing researchers to deliver early warnings to municipalities before a spike in new cases occurs, and enhancing the ability of local public health units to identify, monitor, and manage potential outbreaks.
- McMaster researchers are leading two of Canada's four national pandemic response research networks: The COVID-19 Evidence Network (COVID-END) – designed to provide rapid evidence profiles for decision-makers – and a national modelling network. Both bring together experts from across Canada to share the latest research findings and help inform public health policy in real-time.
- Researchers associated with Canada's Global Nexus have been assisting the Public Health Agency of Canada to better understand the spread of COVID variants of concern; made recommendations to inform Ontario's vaccine rollout; lent their expertise to federal and provincial decision makers; and are undertaking significant research projects to develop and deploy relevant and timely solutions to prevent, prepare for, and protect against pandemics and biological threats.
- The Canadian Institutes of Health Research awarded \$2.5M to support the McMaster HealthLabs Canadian International COVID-19 Surveillance Border Study at Toronto Pearson International Airport.
- The Canadian Institutes of Health Research invested \$2.6M to support two initiatives: the Canadian Longitudinal Study on Aging's COVID-19 Platform that provides the research community in Canada and elsewhere with access to data to address urgent COVID-related questions; and COVID-19 Research Gaps and Priorities, designed to provide rigorous systematic summaries of the best available evidence from randomized clinical trials to inform COVID-19 treatment recommendations and develop trustworthy clinical practice guidelines.
- McMaster researchers led numerous intervention studies aimed at curbing hospitalizations due to COVID-19, including a multi-centred clinical trial testing the efficacy of serum transfusion from convalescent patients to those with active COVID-19. These researchers are also examining health inequities across multiple marginalized groups (homeless, BIPOC) in terms of disease management and vaccine roll out.
- Beyond health care, the DeGroot School of Business is supporting the airline sector in understanding the relative risks of incoming flights and engaging local non-profits and Business Improvement Areas to make them more resilient. Faculty are also collaborating with energy providers and customers to assess the impact of energy costs in the work from home environment and build safeguards to address cybercrime targeting seniors. In addition, DeGroot researchers are engaged in informing software design to address hospital readmission and support resource allocation through the pandemic.
- McMaster researchers continue to focus on the health and well-being of our local, national, and global communities:
 - The Canada Foundation for Innovation made a \$9.6M investment into the McMaster-based Canadian Longitudinal Study on Aging (CLSA). This funding will help researchers identify early causes of conditions such as mobility impairment, disability, and cognitive decline and inform the development of interventions that increase a disability-free healthy life span.

- The Canadian Housing Evidence Collaborative (CHEC) – funded with a \$1.1M Social Sciences and Humanities Research Council Partnership Development Grant and based at McMaster – officially launched its pan-Canadian knowledge mobilization hub, bringing researchers together with policy and decision makers to help ensure that evidence-based data is put into practice.
- A \$1M grant from the Weston Family Foundation Microbiome Initiative will allow researchers to develop and validate platform technology to deliver a compelling pre-clinical data package for multi-system inflammatory diseases such as Crohn's Disease.
- McMaster engineers are working with a precision-medicine diagnostics company to get infection-testing technology to market while generating opportunities for students. Together, they have developed and successfully tested a new material to help detect critical but elusive markers of illness, permitting more accurate measurement of infections, including COVID and cancer.
- A \$1.5M award from the International Human Frontier Science Program (HFSP) is advancing McMaster's antimicrobial research. As part of an international team, McMaster researchers will study how groups of bacteria cooperate with one another which could help develop targeted, pathogen-specific treatments. The Program was also awarded more than \$1M to work with researchers in France and the US to explore bone mineral depletion and treatments for illnesses related to bone density.
- Led by McMaster, a team of researchers from eight other universities in Ontario and Quebec have been awarded \$1.65M in funding from the Natural Sciences and Engineering Research Council of Canada's CREATE program. The Controlled Release Leaders (ContRoL) project focuses on developing a range of vehicles for controlled release. Although most-commonly associated with drug delivery, this also has applications in fields such as food science, anti-infection materials, and agriculture.
- In addition to the McMaster Nuclear Reactor (MNR), McMaster houses an integrated suite of nuclear-related research facilities that enable discoveries in medicine, clean energy, nuclear safety, materials, and environmental science:
 - McMaster formed a partnership with Bruce Power to further advance current and emerging medical isotope development and technologies related to the life extension of current reactors and new reactor development, including Small Modular Reactors (SMRs).
 - McMaster is leading a project with the Canadian Nuclear Isotope Council and Nuclear Innovation Institute to identify challenges facing Canada's medical isotope supply chain and evaluate potential technology, logistical, regulatory, and policy solutions.
 - McMaster is one of only a few global suppliers of I-125, the isotope used to treat prostate and other forms of cancer. The McMaster Nuclear Reactor typically produces and ships enough I-125 to provide material for about 70,000 treatments per year. For extended periods throughout the pandemic, MNR was the world's only supplier of the life-saving isotope and was able to successfully meet the international demand.
 - As a global leader in nuclear research, development, training, and commercialization, McMaster lent its expertise to the national dialogue on SMRs, contributing a "Chapter" to the federal government's Action Plan with a proposal to undertake an SMR Employment Feasibility Study. Specifically, the study – in consultation with community, business, and government stakeholders, including Indigenous communities, and municipal councils – will build on McMaster's expertise in SMR technology validation, nuclear safety, waste reduction, nuclear security and site monitoring, and integrated urban energy systems.
 - In collaboration with Candu Owners Group, Bruce Power, OPG, and a group of international researchers, McMaster researchers are developing advanced radiation detection and measurement instrumentation for low-dose mixed radiation to create alerts for subtle exposures that may not be observable but can have lasting negative impacts.
- The Canada Foundation for Innovation's investment of more than \$14M will complete MNR's neutron beam lab by adding three neutron beamlines, enabling experiments that require high neutron brightness and expanding McMaster's partnerships with two world-leading neutron beam facilities in the U.S.
- McMaster is known for its innovation and excellence in advanced materials and manufacturing research:
 - McMaster is a member of NGen, the national manufacturing supercluster, and is one of three universities leading Ontario's Advanced Manufacturing Consortium, helping manufacturers improve productivity and reduce production costs.
 - Researchers in the Centre for Emerging Device Technologies received more than \$2.1M from the Canada Foundation for Innovation to study bio-compatible materials engineering, monitor from farm-to-fork, transformative photovoltaics, and materials and devices for integrated photonics. The goal is to maximize the economic and social impact of academic research in nanotechnology.
 - With a \$3.4M award from the Canada Foundation for Innovation, materials science researchers will provide unprecedented multi-scale 3-D imaging of the structure of materials over time and under conditions that mimic manufacturing and service to gather essential knowledge to bring new materials to market.
 - A \$5.7M investment from the Canada Foundation for Innovation will allow researchers to build on the work of the world-leading Canadian Centre for Electron Microscopy to study the dynamic characterization of the structure and composition of materials as they evolve under use.

- McMaster Automotive Resource Centre researchers, with support from MITACS, are supporting a leading aerospace company in developing next generation strategies, technologies, architectures, and products for its electrification program. McMaster researchers will develop concepts, architectures, algorithms, hardware platforms, firmware/software demonstrations, and design tools aimed at providing competitive advantage within the airline industry.
- McMaster researchers are recognized for their leadership in working to create equitable and sustainable societies:
 - McMaster has signed onto the United Nations Principles for Responsible Investments (UN-PRI), a set of practices that are aligned with the United Nations' Sustainable Development Goals. McMaster is committing to a 45 per cent carbon reduction of public equities within its investment pool by 2030 and aspires to achieve a carbon neutral investment pool by 2050 for public equities investments. McMaster is also committed to improving transparency, measurements, and reporting associated with carbon and other sustainability issues including land, water, air, equality, diversity, and governance.
 - The Academic Sustainability Programs Office facilitates interdisciplinary, student-led, community-based, and experiential learning related to sustainability. The Sustainable Future Program consists of seven courses on topics such as advocacy, intersectionality, and the UN Sustainable Development Goals. In the upper-level courses, students work in interdisciplinary teams and engage with individuals from the McMaster or Hamilton communities to pursue projects resulting in real, sustainable change. Students can use these courses, along with 76 courses from across campus, towards an Interdisciplinary Minor in Sustainability.
 - The Student Activity and Fitness Expansion (SAFE) construction project has continued throughout the pandemic and is scheduled to open in 2022. The build-out and renovation will improve the environmental sustainability of the facility and better serve McMaster's students.
- McMaster was the first Canadian university to adopt the Task Force Recommendations for Climate-related Financial Disclosures (TCFD). The TCFD is focused on more effective climate-related disclosures and enables stakeholders to understand better the concentrations of carbon-related assets and climate-related risks.
- McMaster's expertise in data, smart technologies, communications, and AI is helping industries, governments, and policymakers make informed and evidenced-based decisions:
 - Supporting micro-credential advancement, McMaster's Faculty of Engineering is a leading partner in the recently founded Digital Credentials Consortium facilitated by MIT, which includes 12 international partner institutions. As part of this consortium, McMaster Engineering has contributed to international digital credential standards and development and collaborated with numerous industry and government partners around the globe. The Faculty is also building a solution to the problem of digital data breaches by creating cryptographically signed records, which will eventually produce commercial spinoffs focused on digital credential development and secure issuing services.
 - Participedia – an international network of researchers, educators, practitioners, and policymakers who use an open-access crowdsourcing platform to share research and information about democratic initiatives around the world hosted by the Faculty of Humanities at McMaster – received a \$2.5M Partnership grant from the Social Sciences and Humanities Research Council to expand its reach and impact.
 - Researchers in McMaster's Centre for Software Certification were awarded \$4M from the Ontario Research Fund – Research Excellence to commercialize technologies and develop multidisciplinary HQP in the field of mobile health. Their work will enhance healthcare in Ontario by creating innovative solutions using mobile and leading technologies via co-design, model-driven engineering, the Internet of Things, wearable computing, augmented/virtual reality, and machine learning.
- To accelerate the adoption of digital technologies and smart systems within Canadian industries, McMaster was awarded \$900K from the Future Skills Centre. This will support the introduction of digital advances, including the Internet of Things, the Industrial Internet of Things, and Industry 4.0, within industries such as manufacturing, transportation, healthcare, and supply chains.
- The McMaster Industry Liaison Office (MILO) bridges the gap from research to commercial application and creates positive economic and social impact in the region. Recent initiatives include:
 - The 2020 Innovation Showcase focused on COVID-19 research and attracted more than 200 attendees, including industry professionals, researchers, and students.
 - MITACS supported over 20 McMaster projects and provided funding for projects that have an immediate impact on COVID-19. MILO worked with McMaster researchers to secure \$1.47M in funding and hire more than 40 interns.
 - In collaboration with the Campus Store and Research & High-Performance Computing Support, MILO created an online platform to promote and license copyrighted works that are validated and reliable tools for use in a range of different applications. This includes helping patients monitor their quality of life and supporting further research to improve treatments for a wide variety of diseases. The platform has resulted in cost savings to the University and is enabling McMaster to expand the service to other institutions.

KEY OUTCOMES

- In 2020, McMaster ranked first in the country for research intensity, averaging \$404,000 per faculty member, and totalling \$372M in sponsored research income (ReSearch Infosource). We are one of only two Ontario universities consistently ranked among the world's top 70 universities and currently ranked fourth in Canada (Times Higher Education).
- From 2015 to 2019, McMaster researchers generated over \$1.8B in external research funding (ReSearch Infosource), and McMaster attracted approximately \$200M in industry sponsored research (source: Council of Ontario Finance Officers 2018-19; Strategic Mandate Agreement Metric 8).
- The strength of McMaster's research is seen in the 2020 listing of the world's most highly-cited researchers from Clarivate Analytics. The listing included 18 McMaster researchers. Based on Clarivate Analytics data, McMaster ranks second within the U15 in Category Normalized Citation Impact (over the last 10 years – 2011 to 2020).
- Over the last year, MILO recorded 88 invention disclosures (source: AUTM 2018-19; Strategic Mandate Agreement Metric 5), 28 patents issued, \$4.3M in licensing revenues, and over 800 research-related agreements. For COVID-related work alone, project values totalled nearly \$6.3M.
- McMaster has been allocated 86 Canada Research Chairs (CRCs) and is home to 118 endowed chairs, 13 endowed professorships, one Canadian Institutes of Health Research Chair, six Natural Sciences and Engineering Research Council (NSERC) Industrial Research Chairs, and two Ontario Research Chairs.
- In 2019-20, researchers, graduate students, and postdoctoral fellows received \$104.7M from the federal granting councils: \$60.8M from CIHR; \$32.6M from NSERC; and \$11.3M from the Social Sciences and Humanities Research Council (SSHRC). In 2018-19, 10.3 per cent of McMaster's funding was from the Tri-Agency Granting Councils (source: Tri-Agency Institutional Programs Secretariat; Strategic Mandate Agreement Metric 6).
- The Province of Ontario invested \$1M in Canada's Global Nexus for Pandemics and Biological Threats to establish a library of designed chemicals for new antibiotic drugs, and the development of on-line educational modules to inform the public, scientists, and clinicians on the most up to date research and understanding of the Antimicrobial Resistance crisis.
- McMaster was awarded \$10M from FedDev Ontario to support an integrated automotive, aerospace, and advanced manufacturing network. Known as iHub, the state-of-the-art facility will expand the existing facilities at McMaster Innovation Park and leverage another \$16.8M from industry partners. iHub will connect researchers with large automotive and aerospace manufacturers that require solutions, expanding opportunities for local suppliers from across southern Ontario to integrate into global supply chains. The network is expected to support more than 230 SMEs, spanning the manufacturing corridor from Windsor to Oshawa, facilitate commercialization of 100 new products and services, and create significant employment.



McMaster is committed to improving transparency, measurements, and reporting associated with carbon and other sustainability issues including land, water, air, equality, diversity, and governance.

McMaster's expertise in data, smart technologies, communications, and AI is helping industries, governments, and policymakers make informed and evidenced-based decisions.



- Sixteen McMaster University researchers have been awarded \$2.3M from the SSHRC Insight program to support projects ranging from Gateway Cities to big data, to the social interactions of making music, to union politics in the 21st Century. Eleven researchers from the DeGroot School of Business received funding from the Insight and Insight Development programs to support research and student training.
- McMaster Innovation Park supports start-ups and scale-ups with a focus on life sciences and biotechnology; engineering and advanced manufacturing; and information and communication technology. Already home to 70 companies, with more than 800 people working onsite, the University is creating new commercialization space at MIP to support researchers in bringing their ideas to market.
- In 2019-2020, several McMaster faculty were recognized for their research excellence: three were appointed to the Order of Canada; two were named to the Royal Society of Canada's College of New Scholars, Artists and Scientists, one was inducted as a Fellow, and one was awarded the RSC's McLaughlin Medal; one garnered Canada's Steacie Prize; one was awarded the O. Harold Warwick Prize from the Canadian Cancer Society; one was awarded the Colton Medal; one was inducted into the Hamilton Gallery of Distinction; one was celebrated among Canada's Most Powerful Women: Top 100 Awards; and five were named Fellows of the Canadian Academy of Health Sciences.
- Nine researchers attracted \$2.25M from the New Frontiers Research Fund's Exploration stream, designed to support collaborative high-risk, high-reward interdisciplinary and international research.
- The Canada Foundation for Innovation awarded more than \$35M to five projects to build and expand the infrastructure to bolster McMaster's nationally recognized strengths in materials research and healthy aging, and train the next generation of highly qualified personnel.





In 2020, McMaster received over 59,500 applications from over 43,000 applicants from Ontario, Canada, and around the world.

Students

McMaster is a medical doctoral university. It is a comprehensive, research-intensive, public university that has a long-standing commitment to teaching, research and service, while inspiring innovation and discovery.

McMaster has 30,000 students in 6 Faculties and welcomes approximately 5,000 new students each year.

For more information on students, please visit: ira.mcmaster.ca

In 2020, 30,411 undergraduate applicants were received from Ontario high schools.

New Student¹ Applicants From Ontario High Schools, Yield Rates - University Total, 2011-2020

Year	Applicant	Admission ²	Confirmation	Registration	Admission Rate (Admission/ Applicant)	Confirmation Rate (Confirmation/ Admission)	Registration Rate (Registration/ Admission)
2011	27,150	18,066	5,165	4,946	0.67	0.29	0.27
2012	27,370	17,604	4,767	4,594	0.64	0.27	0.26
2013	28,034	18,436	4,998	4,823	0.66	0.27	0.26
2014	28,026	18,417	4,977	4,815	0.66	0.27	0.26
2015	27,673	17,629	4,948	4,604	0.64	0.28	0.26
2016	28,078	18,411	5,795	5,407	0.66	0.31	0.29
2017	29,044	17,553	5,289	4,969	0.60	0.30	0.28
2018	30,385	17,810	5,478	5,182	0.59	0.31	0.29
2019	31,404	18,405	5,405	5,108	0.59	0.29	0.28
2020	30,411	20,794	6,167	5,880	0.68	0.29	0.28

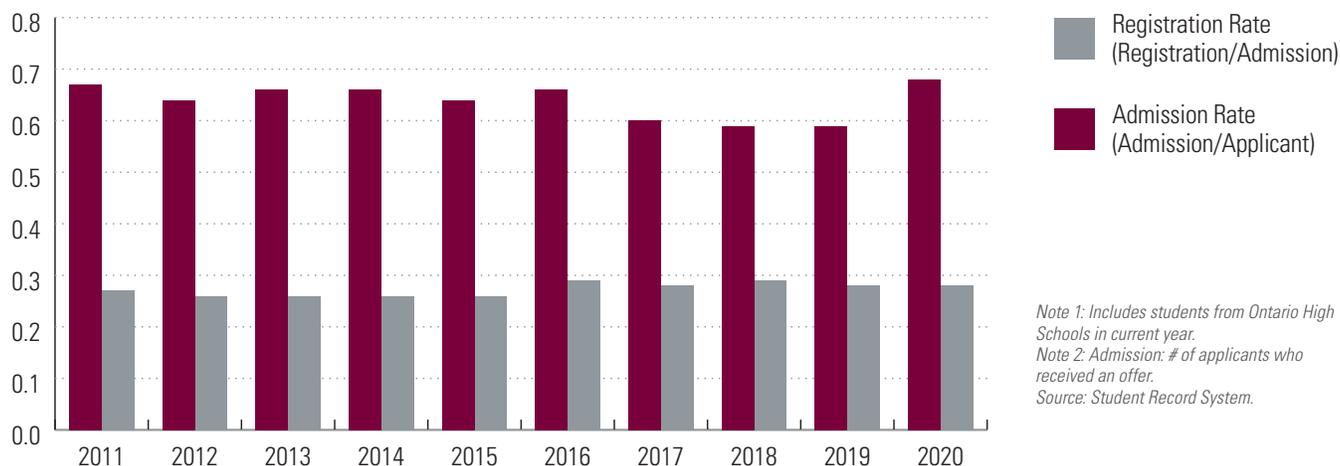
Note 1: Includes students from Ontario High Schools in current year.

Note 2: Admission: # of applicants who received an offer.

Source: Student Record System.

Females had a higher admission rate (73.2%), confirmation rate (30.3%) and registration rate (28.7%) than their male counterparts did at 65.9%, 30.0%, and 26.1% respectively.

Undergraduate Admission and Registration Rates by Year, 2011-2020



New Undergraduate Student Applications from Ontario High Schools, Choice Distribution – University Total, 2011-2020

Year		1 st Choice	2 nd Choice	3 rd Choice	4+ Choice	Total
2011	#	7,313	7,399	7,439	11,585	33,736
	%	21.7	21.9	22.1	34.3	100
2012	#	7,313	7,347	7,471	11,610	33,741
	%	21.7	21.8	22.1	34.4	100
2013	#	7,334	7,245	7,645	12,637	34,861
	%	21.0	20.8	21.9	36.2	100
2014	#	7,525	7,568	7,370	13,028	35,491
	%	21.2	21.3	20.8	36.7	100
2015	#	7,274	7,475	7,346	13,202	35,297
	%	20.6	21.2	20.8	37.4	100
2016	#	7,313	7,358	7,378	14,054	36,103
	%	20.3	20.4	20.4	38.9	100
2017	#	7,773	7,570	7,531	15,363	38,237
	%	20.3	19.8	19.7	40.2	100
2018	#	8,072	7,789	7,677	17,875	41,413
	%	19.5	18.8	18.5	43.2	100
2019	#	8,178	7,790	7,927	19,593	43,488
	%	18.8	17.9	18.2	45.1	100
2020	#	8,031	7,590	7,586	19,211	42,418
	%	18.9	17.9	17.9	45.3	100

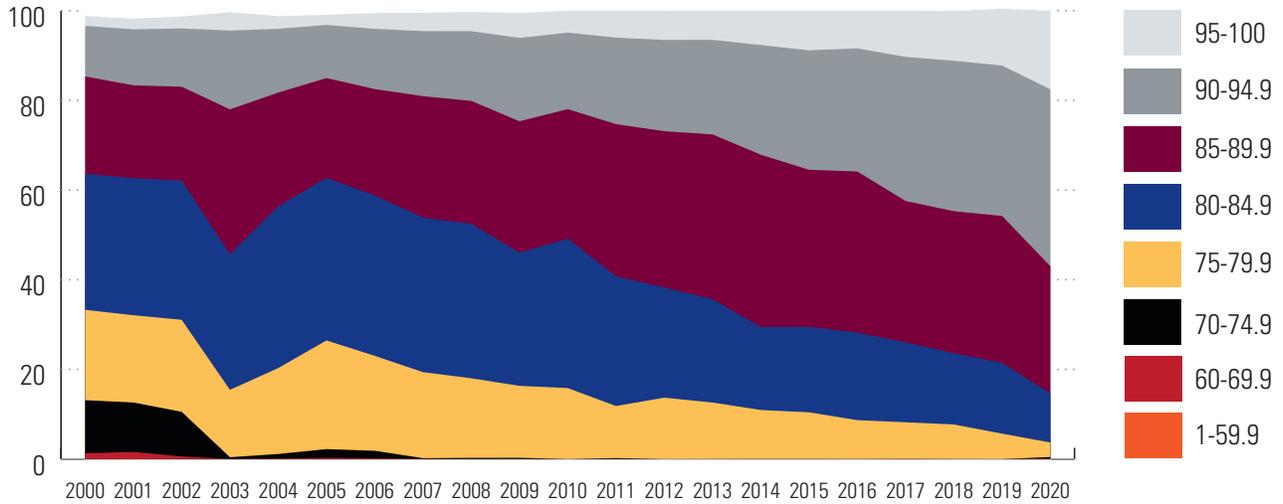
Note 1: Choice: The selection of a specific program at a specific University, in this case all choices shown are at McMaster.
 Note 2: Includes students from Ontario High Schools in current year.

Note 3: Admission: # of applicants who received an offer.
 Note 4: Multiple choices or applications can be submitted by individual students.
 Source: Student Record System.

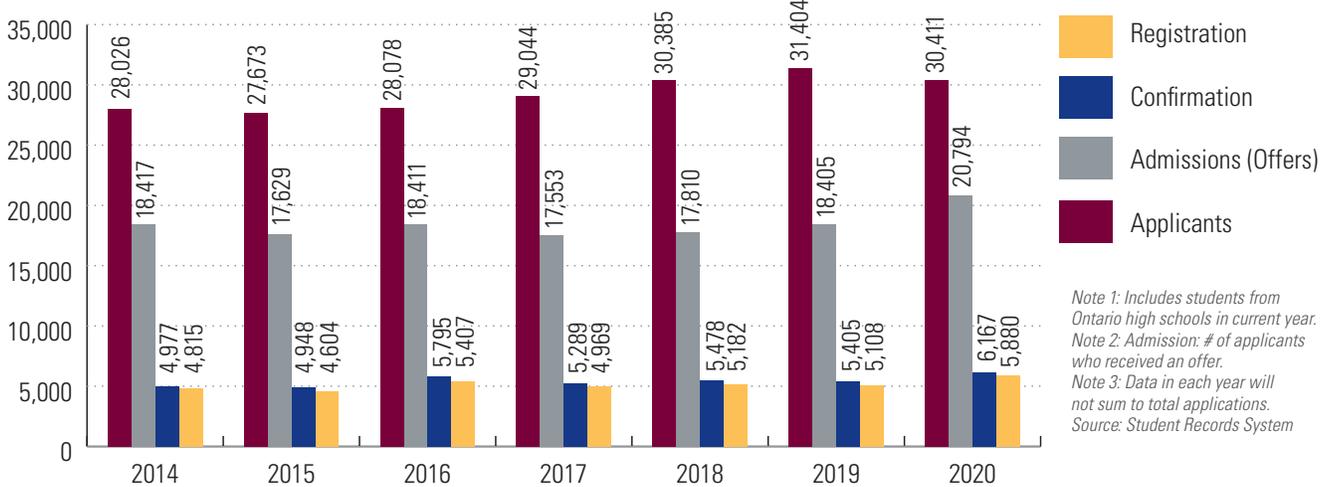
Over the last 5 years, undergraduate headcount enrolment has increased 17.7%.

The percentage of undergraduate students registering with an admission average of 90% and above has risen from 13.5% in 2000 to 57.0% in 2020.

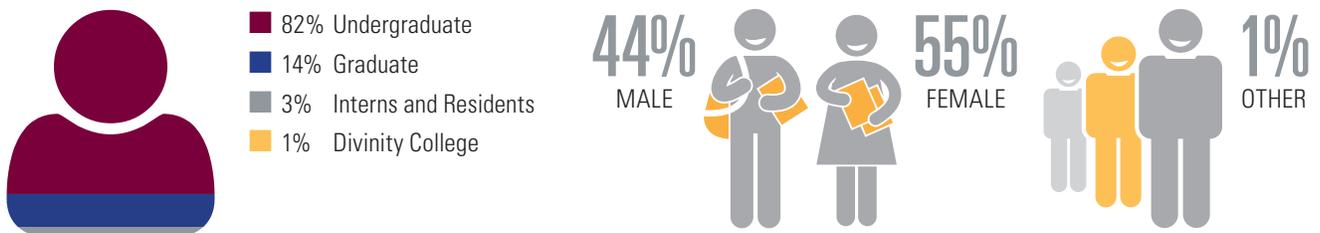
Grades of Entering Full-Time Undergraduate Students from Ontario High Schools—University Total, 2000-2020



New Undergraduate Student Applicants from Ontario High Schools - University Total



Total Undergraduate and Graduate Regular Session Headcount Enrolment, 2020-2021 (n=36,449)



Note 1: Undergraduate headcount enrolment includes Regular session as reported to MCU on each count date.
 Undergraduate headcount enrolment includes Divinity, Collaborative Nursing, Residents, Midwifery and Medicine.
 Note 2: Regular session includes fall only.
 Note 3: New undergraduate includes students who applied directly from Secondary School only.
 Note 4: University Total includes undergraduate and graduate regular session full-time and part-time headcount enrolment.

Note 5: Headcount excludes students on co-op work term.
 Note 6: Effective Summer 2015, McMaster's definition of a part-time student changed from 12 units to 9 units per four month term.
 Source: Student Records Database

Part-time enrolment was made up of 1,362 undergraduate and 836 graduate students (Fall 2020).

Total Headcount Enrolment and Demographics, 2016-2017 to 2020-2021										
Undergraduate ¹	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Regular Session	Spring/Summer	Regular Session	Spring/Summer						
Full-Time	25,624	4,127	26,171	4,668	27,213	4,812	28,209	5,327	30,171	7,987
Part-Time	1,156	6,734	1111	6,906	1,077	7,179	1,067	7,763	1,362	11,181
% Part-Time	4.3	62.0	4.1	59.7	3.8	59.9	3.6	59.3	4.3	58.3
Domestic	24,722	10,110	24,693	10,299	25,187	10,247	25,414	10,882	26,973	15,571
International	2,058	793	2,589	1,307	3,103	1,744	3,862	2,208	4,560	3,594
% International	7.7	7.3	9.5	11.3	11.0	14.5	13.2	16.9	14.5	18.8
Male	12,342	4,722	12,316	4,908	12,671	5,168	12,953	5,696	13,908	7,964
Female	14,438	6,181	14,856	6,666	15,402	6,705	16,035	7,221	17,198	10,931
% Female (Unknown)	53.9	56.6	54.4	57.4	54.4	56.0	54.8	55.2	55.3	57.9
New³	5,830	4	5,458	9	5,670	5	5,816	7	6,677	11
Continuing/Returning	20,554	10,724	21,277	11,444	21,992	11,824	22,833	12,927	24,180	18,994
% Continuing/Returning	77.9	100.0	79.6	100.0	79.5	100.0	79.7	100.0	78.4	100.0
Live on Campus	3,737		3,623		3,601		3,969		No Students lived on Campus due to the COVID-19 Pandemic	
Off Campus	23,043		23,659		24,689		25,307			
% Off Campus	86.0		86.7		87.3		86.4			
Graduate	2016-2017 Regular Session		2017-2018 Regular Session		2018-2019 Regular Session		2019-2020 Regular Session		2020-2021 Regular Session	
Full-Time	3,712		3,811		4,088		4,233		4,081	
Part-Time	773		750		769		758		836	
% Part-Time	17.2		16.4		15.8		15.2		17.0	
Domestic	3,501		3,432		3,560		3,587		3,737	
International	984		1,129		1,297		1,404		1,180	
% International	21.9		24.8		26.7		28.1		21.9	
Male	2,145		2,190		2,287		2,276		2,168	
Female	2,340		2,369		2,558		2,687		2,711	
% Female	52.2		52.0		52.7		53.8		55.6	
Diploma/Certificate	134		142		186		171		94	
Master's	2,907		2,960		3,144		3,212		3,146	
Doctoral	1,444		1,459		1,527		1,608		1,677	
% Doctoral	32.2		32.0		31.4		32.2		34.1	
University Total⁴	31,265		31,843		33,147		34,267		36,450	

Note 1: Undergraduate headcount enrolment includes Spring/Summer, Regular session as reported to MCU on each count date. Undergraduate headcount enrolment includes Divinity, Collaborative Nursing, Residents, Midwifery and Medicine.

Note 2: Regular session includes fall only.

Note 3: New undergraduate includes students who applied directly from Secondary School only.

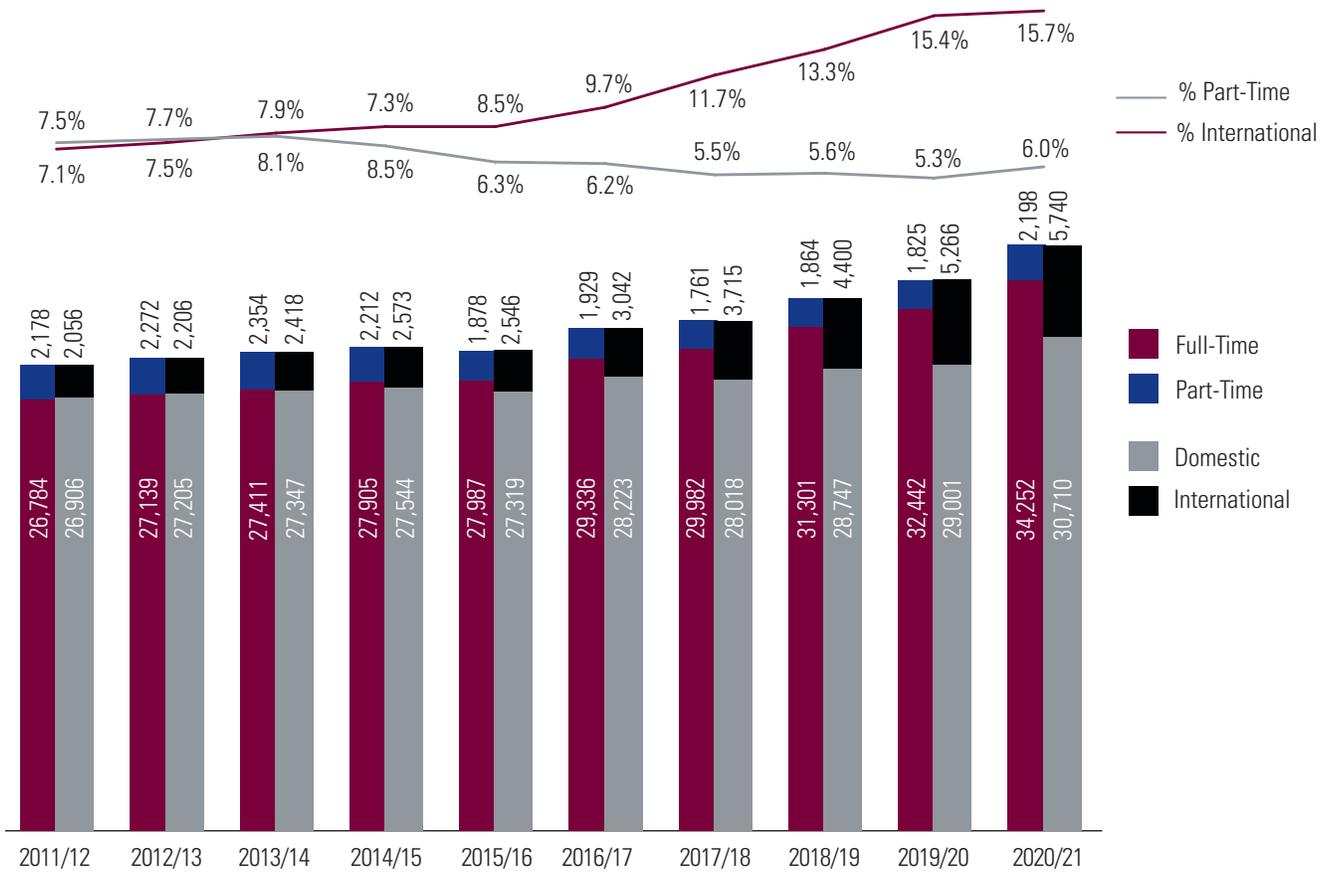
Note 4: University Total includes undergraduate and graduate regular session full-time and part-time headcount enrolment.

Note 5: Headcount excludes students on co-op work term.

Note 6: Effective Summer 2015, McMaster's definition of a part-time student changed from 12 units to 9 units per four month term.

Source: Student Records Database

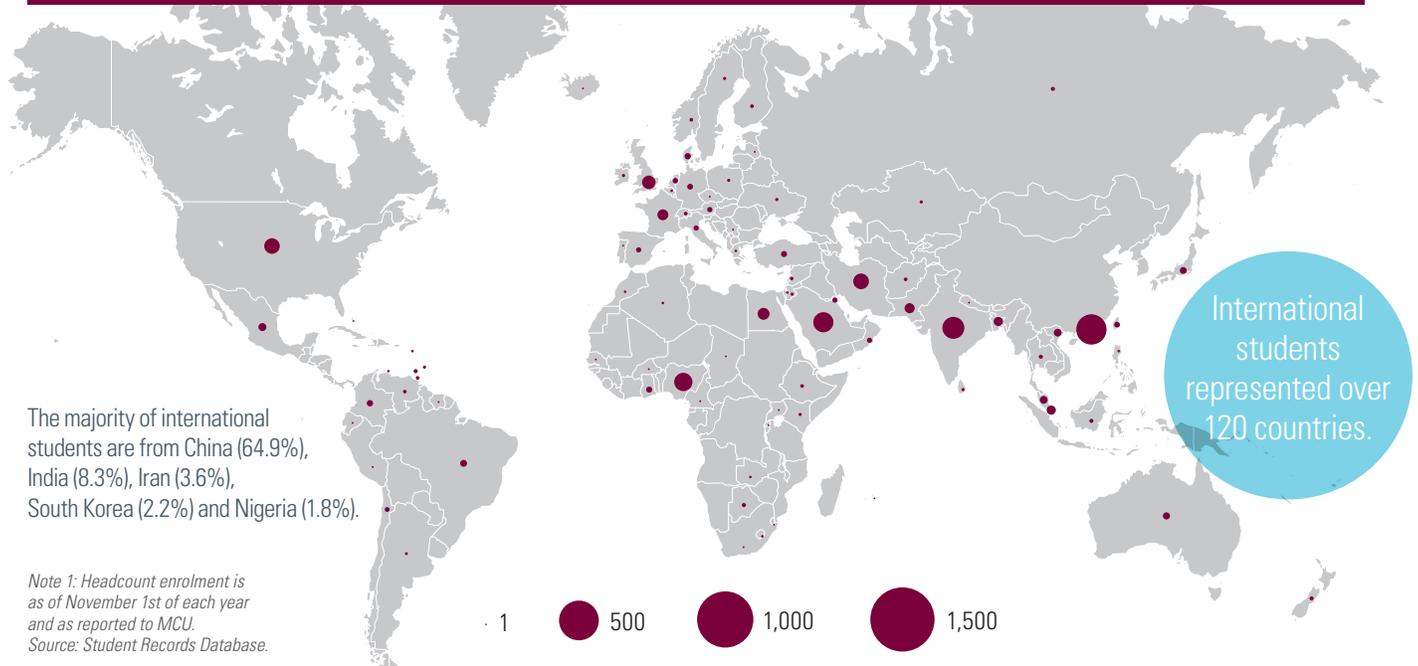
Total Headcount Enrolment with Percentage of Part-Time Students and International Students, 2011-2020³



Note 1: Headcount enrolment is as of November 1st of each year and as reported to MCU.
 Note 2: Headcount enrolment excludes students on co-op work term.
 Note 3: The definition of part-time students changed from 12 units to 9 units per 4-month term effective summer 2015. The full-time and part-time numbers in the chart have been restated

using the new definition of part-time students for all years in order to show a trend line. As a result, the previous years' restated part-time and full-time data in the chart will differ from the other data tables and official enrolment data with part-time and full-time breakdown.
 Source: Student Records Database.

International Students Country of Origin



Fall 2020 headcount consisted of 31,532 undergraduate and 4,917 graduate students, totaling 36,449.



Undergraduate Enrolment and Demographics, 2020-2021

Undergraduate	Level	FFTE ¹	Headcount ²			Level	Gender		Geographic Origin			
		Enrolment	Full-Time	Part-Time	Total		Degree Seeking	Non-Degree Seeking	Female	Male	Ontario	Outside Ontario
Business	1	1,141.7	1,067	14	1,081	1,081	0	448	627	724	23	334
	2	977.9	930	4	934	934	0	418	512	633	18	283
	3	857.8	824	8	832	832	0	376	454	626	10	196
	4	766.2	851	34	885	885	0	397	485	695	8	182
	Other ⁵	8.3	2	7	9	2	7	4	5	7	0	2
	Total	3,751.9	3,674	67	3,741	3,734	7	1,643	2,083	2,685	59	997
Engineering³												
Engineering (Excluding Computer Science, Technology)	1	1,328.6	1,269	13	1,282	1,282	0	414	860	1,054	36	192
	2	1,068.9	1,056	10	1,066	1,066	0	359	696	827	27	212
	3	1,036.1	1,096	11	1,107	1,107	0	294	808	908	26	173
	4	954.9	1,125	64	1,189	1,189	0	267	917	956	20	213
	5	166.0	195	9	204	204	0	48	155	190	3	11
	Other	7.3	1	6	7	0	7	1	6	7	0	0
	Total	4,561.8	4,742	113	4,855	4,848	7	1,383	3,442	3,942	112	801
Computer Science	1	135.5	132	2	134	134	0	27	103	61	3	70
	2	99.9	103	1	104	104	0	21	83	58	1	45
	3	61.5	63	6	69	69	0	12	54	40	2	27
	4	60.3	68	9	77	77	0	15	62	60	0	17
	Total	357.2	366	18	384	384	0	75	302	219	6	159
Engineering Technology	1	263.2	254	3	257	257	0	41	211	187	4	66
	2	260.1	275	2	277	277	0	35	241	211	3	63
	3	350.1	400	135	535	535	0	82	420	478	5	52
	4	393.3	502	125	627	627	0	93	507	548	7	72
	Total	1,266.8	1,431	265	1,696	1,696	0	251	1,379	1,424	19	253
Engineering Total		6,185.7	6,539	396	6,935	6,928	7	1,709	5,123	5,585	137	1,213

In Fall 2020, 15.75% of all McMaster students were international, up 0.35% from last year.

Female undergraduate students represented 54.5% of total undergraduate enrolment in Fall 2020.

Undergraduate Enrolment and Demographics, 2020-2021 (continued)												
Undergraduate	Level	FFTE ¹	Headcount ²			Level		Gender		Geographic Origin		
		Enrolment	Full-Time	Part-Time	Total	Degree Seeking	Non-Degree Seeking	Female	Male	Ontario	Outside Ontario	International
Health Sciences⁴												
Bachelor of Health Sciences	1	340.2	298	1	299	299	0	188	106	260	33	6
	2	310.2	290	2	292	292	0	197	89	261	26	5
	3	342.7	327	0	327	327	0	230	93	299	24	4
	4	277.3	271	4	275	275	0	164	105	251	21	3
	5	12.7	13	0	13	13	0	10	3	11	0	2
	Other	9.4	5	12	17		17	13	4	16	1	0
	Total	1,292.4	1,204	19	1,223	1,206	17	802	400	1,098	105	20
School of Medicine	1	204.0	204	0	204	204	0	95	86	148	56	0
	2	205.0	205	0	205	205	0	116	89	164	41	0
	3	211.5	213	0	213	213	0	116	97	200	13	0
	Total	620.5	622	0	622	622	0	327	272	512	110	0
Midwifery	1	26.6	31	0	31	31	0	29	0	27	4	0
	2	25.4	31	0	31	31	0	28	0	27	4	0
	3	25.7	27	0	27	27	0	26	0	26	1	0
	4	25.0	26	0	26	26	0	25	0	19	7	0
	Total	102.7	115	0	115	115	0	108	0	99	16	0
Nursing	1	150.1	135	3	138	138	0	117	20	136	1	1
	2	128.3	131	1	132	132	0	125	7	127	3	2
	3	261.2	230	3	233	233	0	186	31	226	3	4
	4	148.4	172	0	172	172	0	148	14	169	3	0
	Total	688.1	668	7	675	675	0	576	72	658	10	7
Collaborative Nursing	1	258.2	246	2	248	248	0	225	22	247	1	0
	2	409.7	409	13	422	422	0	369	52	420	2	0
	3	353.8	350	25	375	375	0	339	36	373	1	1
	4	252.5	297	1	298	298	0	259	39	297	0	1
	Total	1,274.2	1,302	41	1,343	1,343	0	1,192	149	1,337	4	2
Interns and Residents	Other	1,108.2	1,112		1,112		1112	553	552	573	328	211
	Total	1,108.2	1,112		1,112		1112	553	552	573	328	211
Health Sciences Total		5,086.1	5,023	67	5,090	3,961	1129	3,558	1,445	4,277	573	240

Students from Ontario represent 81.9% of total undergraduate enrolment in Fall 2020.

Undergraduate Enrolment and Demographics, 2020-2021 (continued)

Undergraduate	Level	FFTE ¹	Headcount ²			Level		Gender		Geographic Origin		
		Enrolment	Full-Time	Part-Time	Total	Degree Seeking	Non-Degree Seeking	Female	Male	Ontario	Outside Ontario	International
Humanities	1	604.2	604	19	623	623	0	397	208	508	12	103
	2	586.0	555	37	592	592	0	389	190	519	10	63
	3	491.2	470	63	533	533	0	355	171	494	8	31
	4	398.2	437	43	480	480	0	331	142	447	10	23
	Other ⁵	12.9	5	23	28	0	28	20	8	26	1	1
Total		2,092.6	2,071	185	2,256	2,228	28	1,492	719	1,994	41	221
Science	1	2,619.1	2,430	18	2,448	2,448	0	1,579	848	1,942	88	418
	2	2,343.6	2,210	27	2,237	2,237	0	1,398	825	1,815	44	378
	3	1,804.9	1,744	22	1,766	1,766	0	1,149	599	1,530	36	200
	4	1,682.4	1,752	68	1,820	1,820	0	1,187	622	1,606	34	180
	5	46.5	33	4	37	37	0	23	14	31	0	6
Other	80.4	54	82	136	0	136	90	40	131	3	2	
Total		8,576.9	8,223	221	8,444	8,308	136	5,426	2,948	7,055	205	1,184
Social Sciences	1	1,393.1	1,356	32	1,388	1,388	0	931	428	1,067	36	285
	2	1,250.8	1,184	70	1,254	1,254	0	819	404	1,045	19	190
	3	1,108.2	1,082	112	1,194	1,194	0	791	379	1,048	24	122
	4	635.8	681	74	755	755	0	561	179	674	13	68
Other	22.4	10	25	35	0	35	25	9	33	1	1	
Total		4,410.3	4,313	313	4,626	4,591	35	3,127	1,399	3,867	93	666
Arts & Science	1	96.0	90	0	90	90	0	71	18	75	15	0
	2	66.0	60	1	61	61	0	43	15	55	3	3
	3	64.9	65	0	65	65	0	45	19	59	6	0
	4	53.3	59	1	60	60	0	41	19	55	5	0
Other	4.9	5	2	7	0	7	5	2	7	0	0	
Total		285.0	279	4	283	276	7	205	73	251	29	3
Divinity College	1	10.8	10	2	12	12	0	4	7	8	1	3
	2	20.1	21	10	31	31	0	8	23	24	1	6
	3	6.1	8	7	15	14	1	2	13	11	1	3
	4	1.5	0	9	9	9	0	0	9	4	1	4
	5	1.5	0	11	11	11	0	2	9	2	0	9
Other	36.2	10	70	80	73	7	23	57	53	16	11	
Total		76.1	49	109	158	150	8	39	118	102	20	36
University Total	1	8,571.2	8,126	109	8,235	8,235	0	4,566	3,544	6,444	313	1,478
	2	7,751.9	7,460	178	7,638	7,638	0	4,325	3,226	6,186	202	1,250
	3	6,975.6	6,899	392	7,291	7,290	1	4,003	3,174	6,318	160	813
	4	5,649.1	6,241	432	6,673	6,673	0	3,488	3,100	5,781	129	763
	5	226.7	241	24	265	265	0	83	181	234	3	28
Other	1,289.9	1,204	227	1,431	75	1,356	734	683	853	350	228	
Total		30,464.5	30,171	1362	31,533	30,176	1,357	17,199	13,908	25,816	1,157	4,560

Note 1: FFTE (Fiscal Full-time Equivalent) includes Spring/Summer, Fall and Winter as reported to MCU on each count date in 2020-2021.

FFTE is based on the undergraduate student unit load as a proportion of the normal unit load for that specific academic year within a program.

Note 2: Undergraduate headcount enrolment is as of November 1, 2020 and as reported to MCU.

Note 3: Engineering includes Engineering, Computer Science, Engineering Technology and Engineering-Other (Continuing, Irregular, Exchange and Credit outside McMaster)

Note 4: Health Sciences includes Bachelor of Health Sciences, School of Medicine, Midwifery, Nursing, Collaborative Nursing, Residents and Occasional/Continuing/Other.

Note 5: Other level includes continuing students.

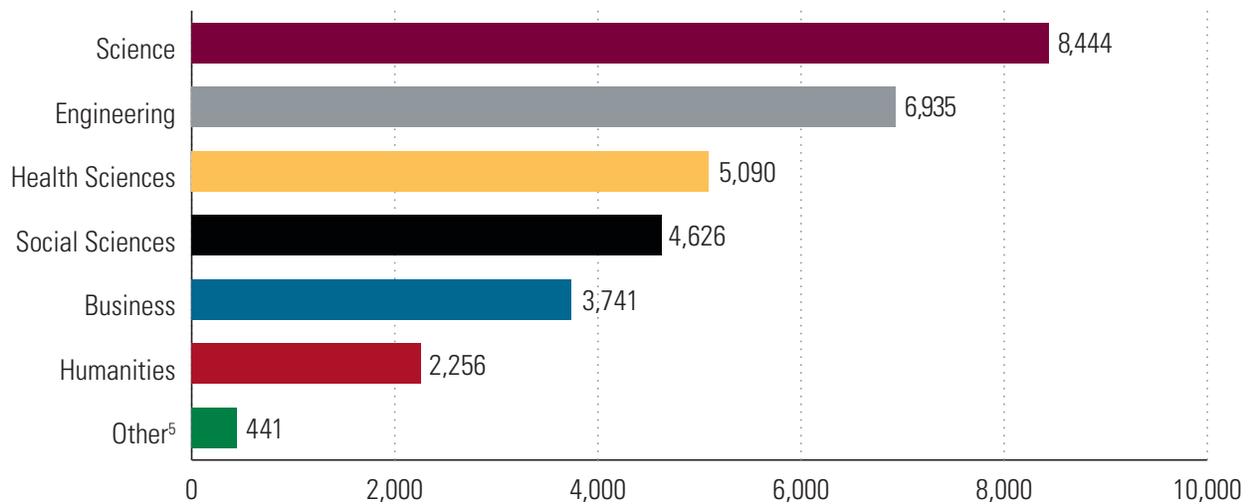
Source: Student Records Database



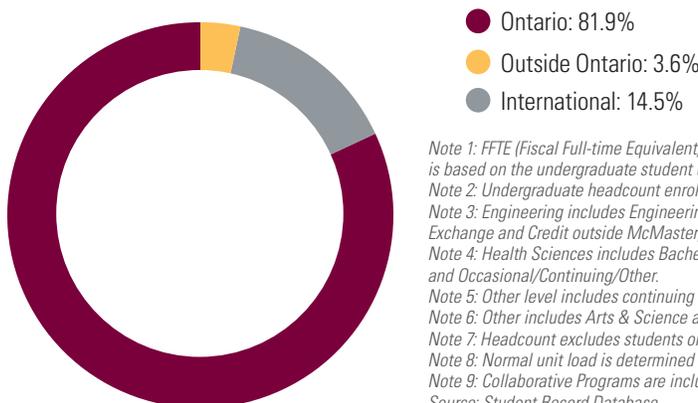
26.8% of the total undergraduate enrolment headcount is in the Faculty of Science (highest) followed by 22.0% in Engineering and 16.1% in Health Sciences.

In Fall 2020, international students made up 14.5% of undergraduate student headcount enrolment.

Total Undergraduate Regular Session Headcount Enrolment Distribution by Faculty, 2020-2021 (n=31,533)

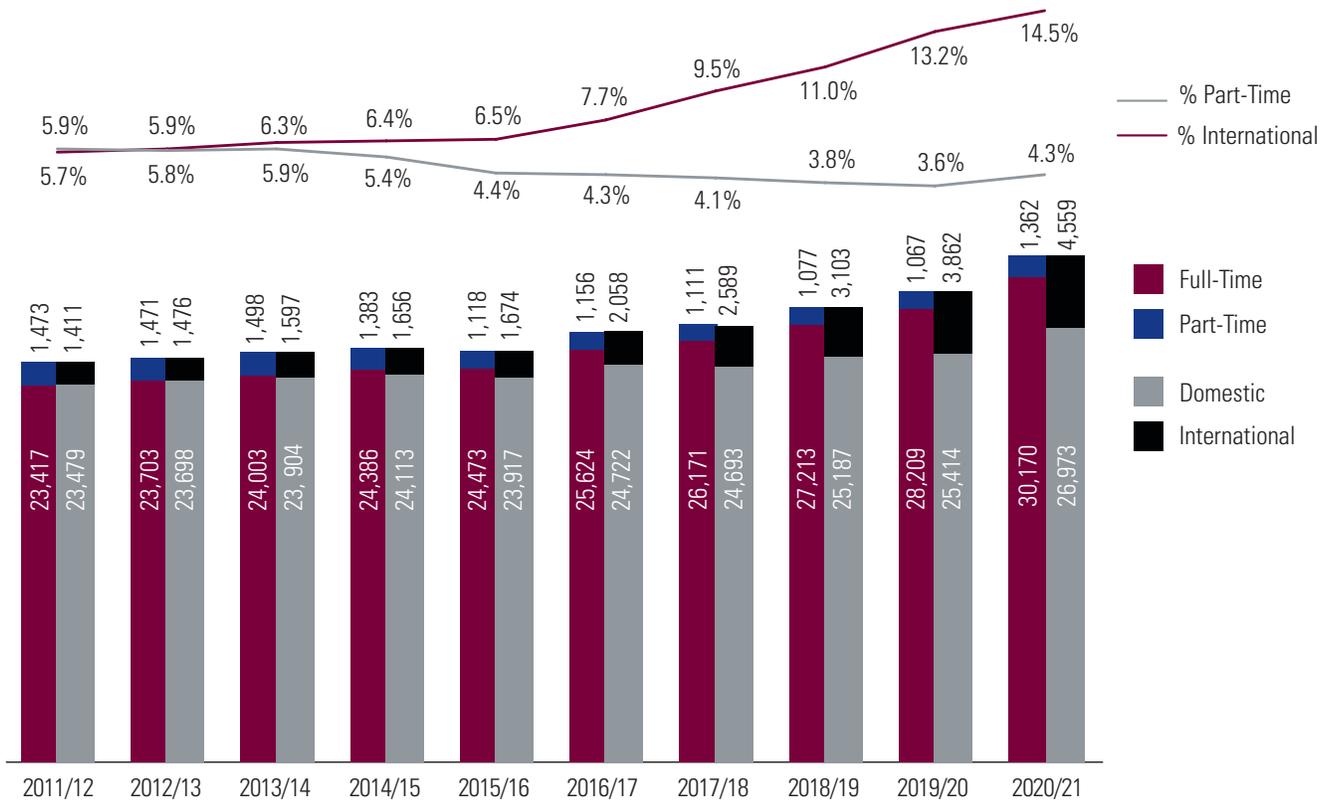


Geographic Distribution of Total Undergraduate Regular Session Headcount Enrolment, 2020-2021 (n=31,533)



Note 1: FTE (Fiscal Full-time Equivalent) includes Spring/Summer, Fall and Winter as reported to MCU on each count date in 2020-2021. FTE is based on the undergraduate student unit load as a proportion of the Normal unit load for that specific academic year within a program.
 Note 2: Undergraduate headcount enrolment is as of November 1, 2020 and as reported to MCU.
 Note 3: Engineering includes Engineering, Computer Science, Engineering Technology and Engineering-Other (Continuing, Irregular, Exchange and Credit outside McMaster)
 Note 4: Health Sciences includes Bachelor of Health Sciences, School of Medicine, Midwifery, Nursing, Collaborative Nursing, Residents and Occasional/Continuing/Other.
 Note 5: Other level includes continuing students.
 Note 6: Other includes Arts & Science and Divinity College.
 Note 7: Headcount excludes students on co-op work term.
 Note 8: Normal unit load is determined by the Required Units specified in the University Calendar.
 Note 9: Collaborative Programs are included in the Undergraduate Enrolment Demographics table.
 Source: Student Record Database

Undergraduate Headcount Enrolment with Percentage of Part-Time Students and International Students, 2011-2021³



Note 1: Headcount enrolment is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment excludes students on co-op work term.

Note 3: The definition of part-time students changed from 12 units to 9 units per 4-month term effective summer 2015. The full-time and part-time numbers in the chart have been restated using the new definition of part-time students for all years in order to show a trend line. As a result, the previous years' restated part-time and full-time data in the chart will differ from the other data tables and official enrolment data with part-time and full-time breakdown.

Source: Student Records Database.

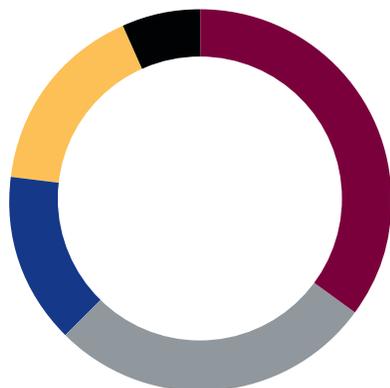
The percentage of undergraduate students who are part-time³ has decreased from 5.9 (using new part-time definition) in 2011-2012 to 4.3 in 2020-2021.

Undergraduate Class Size by Year Level, Fall 2020								
Class Size	1 st Year		2 nd Year		3 rd Year		4 th Year	
	#	%	#	%	#	%	#	%
<30	53	21.8	88	21.9	169	34.8	222	57.4
30 – 60	33	13.6	98	24.4	166	34.2	122	31.5
61 – 100	34	14.0	75	18.7	83	17.1	27	7.0
101 – 250	63	25.9	107	26.6	63	13.0	15	3.9
>251	60	24.7	34	8.5	5	1.0	1	0.3
Total	243	100.0	402	100.0	486	100.0	387	100.0

Note 1: Excludes project, thesis, online, independent study and zero credit courses.

62.6% of undergraduate classes are between 0-60 students.

Undergraduate Class Size, Fall 2020 (n=1,518)



- < 30: 35.0%
- 30-60: 27.6%
- 61-100: 14.4%
- 101-250: 16.3%
- > 251: 6.6%

62.6% of undergraduate classes are between 0-60 students.

Note 1: Excludes project, thesis, online and zero credit courses, Arts & Science. Health Sciences includes Nursing.
Source: Student Records Database

Undergraduate Enrolment and Demographics – Collaborative Programs, 2020-2021

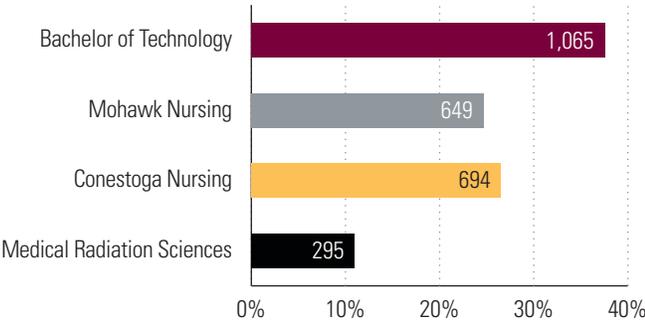
Undergraduate	Level	FFTE ¹	Headcount ²			Level		Gender		Geographic Origin		
		Enrolment	Full-Time	Part-Time	Total	Degree Seeking	Non-Degree Seeking	Female	Male	Ontario	Outside Ontario	International
Mohawk Nursing	1	129.8	120	0	120	120	0	105	14	120	0	0
	2	216.4	213	7	220	220	0	196	24	218	2	0
	3	167.0	167	13	180	180	0	163	17	179	0	1
	4	110.0	129		129	129	0	102	27	128	0	1
	Total	623.2	629	20	649	649	0	566	82	645	2	2
Conestoga Nursing	1	128.4	126	2	128	128	0	120	8	127	1	0
	2	193.3	196	6	202	202	0	173	28	202	0	0
	3	186.8	183	12	195	195	0	176	19	194	1	0
	4	142.5	168	1	169	169	0	157	12	169	0	0
	Total	651.0	673	21	694	694	0	626	67	692	2	0
Medical Radiation Science (Mohawk)	1	0	0	0	0	0	0	0	0	0	0	0
	2	160.3	109	1	110	110	0	94	15	101	3	6
	3	136.7	96	1	97	97	0	86	11	94	1	2
	4	88.5	88	0	88	88	0	78	8	85	3	0
	Total	385.5	293	2	295	295	0	258	34	280	7	8
Bachelor of Technology (Mohawk)	1	263.2	254	3	257	257	0	41	211	187	4	66
	2	260.1	275	2	277	277	0	35	241	211	3	63
	3	97.7	182	3	185	185	0	38	145	152	3	30
	4	250.1	342	4	346	346	0	55	289	290	3	53
	Total	871.1	1,053	12	1,065	1,065	0	169	886	840	13	212
Total Collaborative Programs		2,530.9	2,648	55	2,703	2,703	0	1,619	1,069	2,457	24	222

Note 1: FFTE (Fiscal Full-time Equivalent) includes Spring/Summer, Fall and Winter as reported to MCU on each count date in 2020-2021. FFTE is based on the undergraduate student unit load as a proportion of the Normal unit load for that specific academic year within a program.
 Note 2: Undergraduate headcount enrolment is as of November 1, 2020 and as reported to MCU.
 Note 3: Headcount excludes students on co-op work term.

In Fall 2020, international graduate students represented 24.0% of the graduate student body.

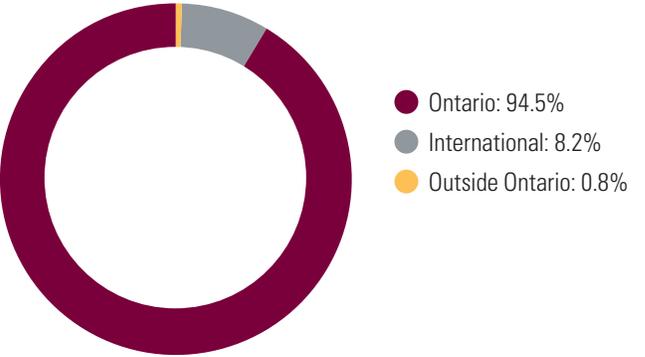


Undergraduate Regular Session Headcount Enrolment by Collaborative Program, 2020-2021 (n=2,703)



Note 1: FTE (Fiscal Full-time Equivalent) includes Spring/Summer, Fall and Winter as reported to MCU on each count date in 2020-2021. FTE is based on the undergraduate student unit load as a proportion of the Normal unit load for that specific academic year within a program.
 Note 2: Undergraduate headcount enrolment is as of November 1, 2020 and as reported to MCU.

Geographic Distribution of Collaborative Program Undergraduate Regular Session Headcount Enrolment, 2020-2021 (n=2,703)



Note 3: Headcount excludes students on co-op work term.
 Note 4: Normal unit load is determined by the Required Units specified in the University Calendar.
 Source: Student Record Database

Health Sciences had the largest graduate student headcount enrolment in 2020-21, with 1,685 students.

Graduate Enrolment and Demographics, 2020-2021

Faculty/ Department		FTE ¹	Headcount ²			Level			Gender		Geographic Origin		
		Enrol- ment	Full- Time	Part- Time	Total	Master's	Doctoral	Grad Cert/Dip	Female	Male	Ontario	Outside Ontario	Interna- tional
Business	Business	740.0	650	300	950	859	89	2	469	481	644	48	258
	Total	740.0	650	300	950	859	89	2	469	481	644	48	258
Engineering	Biomedical Engineering	75.3	75	1	76	36	40	0	38	38	58	3	15
	Chemical Engineering	96.0	96		96	30	66	0	38	58	46	1	49
	Civil Engineering	92.1	90	7	97	34	63	0	28	68	25	2	70
	Computing & Software	111.0	108	10	118	64	54	0	32	85	65	2	51
	Electrical & Computer Engineering	177.3	174	11	185	74	111	0	40	145	48	3	134
	Engineering Physics	65.2	64	4	68	24	44	0	15	53	39	3	26
	Faculty of Engineering - Exchange	10.0	10	0	10	0	0	10	4	6	0	0	10
	Materials Science & Engineering	59.6	59	2	61	15	46	0	30	31	17	4	40
	Mechanical Engineering	117.8	116	6	122	48	74	0	25	97	41	3	78
	School of Engineering Practice	132.0	126	20	146	146	0	0	43	103	64	5	77
	Total	936.3	918	61	979	471	498	10	293	684	403	26	550
Health Sciences	Biochemistry and Biomedical Sciences	166.0	166	0	166	83	83	0	88	77	146	3	17
	Education Services	22.4	14	28	42	42	0	0	27	15	32	9	1
	Global Health	133.0	133	0	133	122	11	0	101	32	105	19	9
	Health Research Methods, Evidence, and Impact	246.5	212	115	327	152	114	61	214	113	246	24	57
	Faculty of Health Sciences	170.9	170	3	173	91	76	6	107	63	142	6	25
	Pediatrics	33.7	31	9	40	40	0	0	38	2	34	3	3
	Psychiatry & Behavioural Neurosciences	80.5	79	5	84	43	38	3	65	19	73	7	4
	School of Medicine	4.0	4	0	4	0	4	0	2	2	4	0	0
	School of Nursing	118.0	112	20	132	110	18	4	121	10	132	0	0
	School of Rehabilitation Science	440.5	379	205	584	540	44	0	444	124	478	89	17
Total	1415.5	1300	385	1685	1223	388	74	1207	457	1392	160	133	

The Faculty of Business has the highest percentage of international students (26.7%).

The Faculty of Health Sciences had the highest percentage of total graduate enrolment (34.3%).

Graduate Enrolment and Demographics, 2020-2021 (continued)

Faculty/ Department	FTE ¹	Headcount ²			Level			Gender		Geographic Origin			
	Enrol- ment	Full- Time	Part- Time	Total	Master's	Doctoral	Grad Cert/Dip	Female	Male	Ontario	Outside Ontario	Internat- ional	
Humanities	Classics	24.0	24	0	24	13	11	0	14	10	20	4	0
	Communication Studies	27.0	27	0	27	10	17	0	21	5	18	2	7
	Communications Management	14.5	1	45	46	46	0	0	35	11	36	9	1
	English	75.3	75	1	76	28	48	0	56	14	54	15	7
	Faculty of Humanities	1.0	1	0	1	0	0	1	0	1	0	0	1
	French	18.0	18	0	18	3	15	0	16	2	13	1	4
	History	47.6	47	2	49	18	31	0	26	23	42	4	3
	Linguistics	18.0	18	0	18	9	9	0	12	6	12	1	5
	Office of Interdisciplinary Studies	8.6	8	2	10	10	0	0	10	0	6	0	4
	Philosophy	47.6	47	2	49	20	29	0	14	34	41	4	4
Total	281.6	266	52	318	157	160	1	204	106	242	40	36	
Science	Biology	74.3	74	1	75	39	36	0	45	30	56	3	16
	Chemistry and Chemical Biology	101.0	101		101	37	64	0	47	53	65	8	28
	Faculty of Science - Exchange	4.3	4	1	5	0	0	5	2	3	2	0	3
	Geography & Earth Sciences	76.1	74	7	81	39	42	0	49	32	61	7	13
	Kinesiology	51.3	51	1	52	29	23	0	22	30	51	0	1
	Mathematics & Statistics	110.8	109	6	115	58	57	0	48	67	60	3	52
	Medical Radiation Sciences	17.9	17	3	20	10	10	0	8	12	15	1	4
	Physics & Astronomy	63.0	63	0	63	24	39	0	20	43	35	8	20
	Psychology, Neuroscience & Behaviour	101.3	101	1	102	26	76	0	68	34	84	5	13
Total	600.0	594	20	614	262	347	5	309	304	429	35	150	
Social Sciences	Anthropology	45.6	45	2	47	14	33	0	38	8	30	12	5
	Economics	68.3	68	1	69	42	27	0	27	41	34	10	25
	Faculty of Social Sciences	1.0	1	0	1	0	0	1	1	0	0	0	1
	Health, Aging and Society	29.3	29	1	30	7	23	0	25	4	24	2	4
	Institute on Globalization & the Human Condition	18.0	18	0	18	18	0	0	9	8	15	3	0
	Labour Studies	22.3	22	1	23	14	9	0	10	12	19	2	2
	Political Science	50.3	50	1	51	20	31	0	33	18	46	1	4
	Religious Studies	33.0	33	0	33	9	24	0	10	23	15	9	9
	School of Social Work	45.6	42	12	54	28	25	1	43	10	53	1	0
	Sociology	45.0	45	0	45	22	23	0	33	12	37	5	3
Total	358.4	353	18	371	174	195	2	229	136	273	45	53	

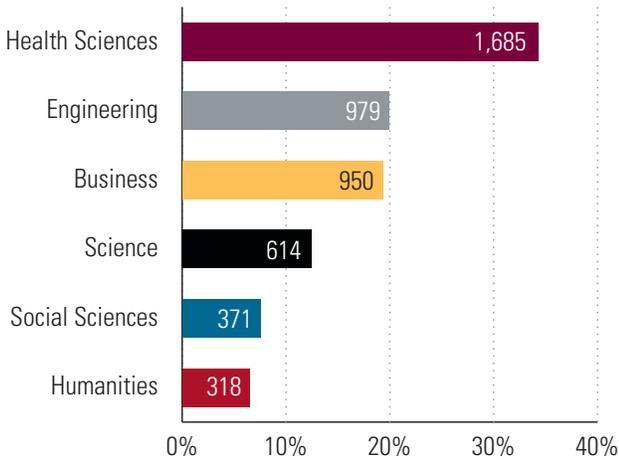
Graduate Enrolment and Demographics, 2020-2021 (continued)

Faculty/ Department		FTE ¹	Headcount ²			Level			Gender		Geographic Origin		
		Enrolment	Full-Time	Part-Time	Total	Master's	Doctoral	Grad Cert/Dip	Female	Male	Ontario	Outside Ontario	International
University Total	Business	740.0	650	300	950	859	89	2	469	481	644	48	258
	Engineering	936.3	918	61	979	471	498	10	293	684	403	26	550
	Health Sciences	1415.5	1300	385	1685	1223	388	74	1207	457	1392	160	133
	Humanities	281.6	266	52	318	157	160	1	204	106	242	40	36
	Science	600	594	20	614	262	347	5	309	304	429	35	150
	Social Sciences	358.4	353	18	371	174	195	2	229	136	273	45	53
Grand Total		4331.8	4081	836	4917	3146	1677	94	2711	2168	3383	354	1180

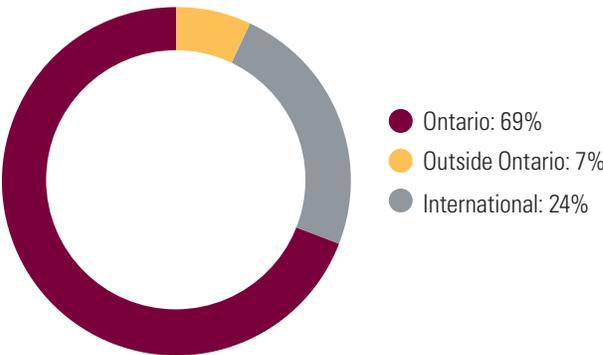
Note 1: FTE enrolment is as of November 1, 2020 and as reported to MCU. FTE (Full-time Equivalent) = full-time graduate headcount + 0.3*part-time headcount.
 Note 2: Graduate headcount enrolment is as of November 1, 2020 and as reported to MCU.
 Source: Student Records Database*

55% of graduate students were female (Fall 2020).

Total Graduate Regular Session Headcount Enrolment Distribution by Faculty, 2020-2021 (n=4,917)



Geographic Distribution of the Total Graduate Regular Session Headcount Enrolment, 2020-2021 (n=4,917)



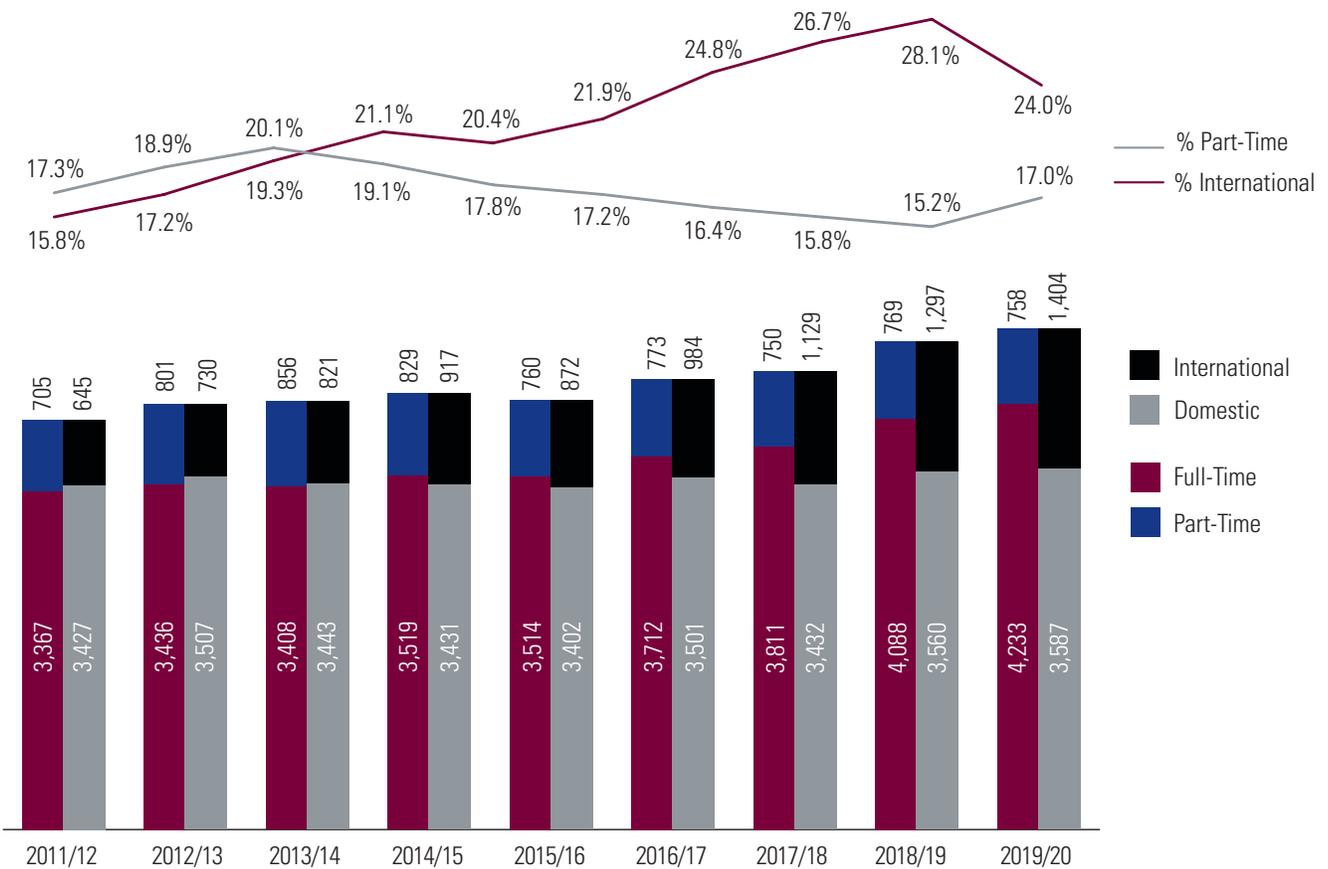
Note 1: FTE enrolment is as of November 1, 2020 and as reported to MCU. FTE (Full-time Equivalent) = full-time graduate headcount + 0.3*part-time headcount.
 Note 2: Graduate headcount enrolment is as of November 1, 2020 and as reported to MCU.
 Source: Student Records Database*



The Faculty of Engineering has the highest percentage of international graduate students (56.2%).



Graduate Headcount Enrolment with Percentage of Part-Time Students and International Students, 2011-2020



Note 1: Headcount enrolment is as of November 1st of each year and as reported to MCU.

Note 2: Headcount enrolment excludes students on co-op work term.

Note 3: The definition of part-time students changed from 12 units to 9 units per 4-month term effective summer 2015. The full-time and part-time numbers in the chart have been restated using the new definition of part-time students for all years in order to show a trend line. As a result, the previous years' restated part-time and full-time data in the chart will differ from the other data tables and official enrolment data with part-time and full-time breakdown.

Source: Student Records Database.



More than 90% of all academic programs offered by McMaster Continuing Education are open access programs.

McMaster Continuing Education

McMaster University Continuing Education has inspired people to discover and achieve through lifelong learning since 1931. Students value our quality instructors with industry experience and the flexibility and convenience of courses offered to fit their schedule. As one of Canada's largest and leading providers of academic certificate and diploma programs, professional development education, and corporate training, McMaster Continuing Education's mission is to advance adult learners' ambitions, transform careers, and enrich communities through educational excellence, innovation, inclusion and partnerships.

For more information on McMaster University Continuing Education, please visit: mcmastercce.ca

- As a leader in online learning, McMaster Continuing Education program base was 80% asynchronous online pre-pandemic. The shift of the remaining in-class courses to virtual delivery was seamless. Our knowledge has allowed the unit to share best practices and offer support and guidance to others at the University as they made their pivot to online. Enrolments in academic courses offered by McMaster Continuing Education throughout the pandemic have been 25% higher. Similar increases and high satisfaction levels have been reflected in not-for-credit and professional development courses and programs.
- Since 2017, McMaster University Continuing Education has partnered with Riipen, an experiential learning platform that supports students, educators, and companies through real-world industry project experiences. Students gain new skills and marketable experiences as well as important networking opportunities. In 2021, MCE students completed 50 work-integrated learning projects with 48 industry partners across Canada. The success of this model was recently shared at the 2021 conference of the University Professional and Continuing Education Association (UPCEA).
- Several new inter-and multi-disciplinary programs are now offered through McMaster Continuing Education using an evidence-based approach to educational research and program development. Examples include the following:
Health Ventures in partnership with the Faculty of Health Sciences; Canadian Housing in partnership with the Faculty of Social Sciences; Retirement Community Management in partnership with the DeGroote School of Business and the Ontario Retirement Communities Association (ORCA); and Health and Wellness Coaching in partnership with the Faculty of Science.
- On November 11, 2020, McMaster Continuing Education had its first virtual graduation and celebrations for 602 graduates from 13 countries. Graduates, family and friends were invited to virtual celebrations by visiting our newly built graduation website. Over 600 individuals visited the site and engaged in the festivities by posting testimonials and congratulatory shout-outs.
- More than 90% of all academic programs offered by McMaster Continuing Education are open access programs. This way, adult learners have the chance to pursue university-level studies without prior degree studies. Often the career-focused programs they take will advance them in their careers or help them attain employment. This is important given the impact of the pandemic on Canadian employees and their families.



McMaster Continuing Education Highlights		
Data Point	Results	
Total Students	Academic Courses	4,024
	Non-academic Courses	1,088
Total Enrolments	Academic Courses	10,121
	Non-academic Courses	1,786
Gender	Female	68%
	Male	31%
	Other	0.4%
Generation	Gen Z	0.5%
	Gen Y	66%
	Gen X	32%
	Boomer	1.6%
Domestic / International	Canada	96%
	International	4%
Student Goals	Career Growth	42%
	Professional Development	18%
	New Career Path	25%
	Professional Designation	8%
	General Interest	4%
	Other	3%

Source: Mosaic Data Fiscal 2020-2021



Marauder Football established a Women's Coaching Apprenticeship Program, and became the first football team at a Canadian university to hire female coaches.

Student Athletics

The mission of the Athletics and Recreation department at McMaster University is to enrich the overall learning experience at McMaster; to promote a life-long appreciation for the benefits of a healthy-active lifestyle, and to be major contributors in the development of tomorrow's leaders. For more information on athletics, please visit: www.marauders.ca

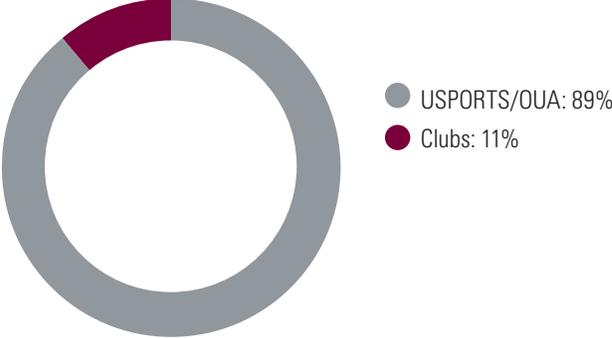
In 2020-21, amidst the COVID-19 pandemic, McMaster University had over 500 student athletes.

Student Athletes by Gender, 2020-2021 (n=580)



Note 1: USPORTS = U Sports, OUA = Ontario University Athletics, OIWFA = Ontario Intercollegiate Women's Fastpitch Association
 Note 2: Excludes junior varsity roster team.

Student Athletes by Organization, 2020-2021 (n=580)



Note: All OUA sports are also USPORTS sports.
 Note: In October 2016, Canadian Interuniversity Sport (CIS) rebranded to "U Sports"
 Source: Athletics and Recreation database

McMaster Athletics formed an Anti-Racism Advisory Group to provide strategic advice and guidance in coordinating the implementation of the Athletics & Recreation Action Plan.

McMaster Marauders student-athletes, staff and coaches hosted "Asian Canadians – Our Voices" an Asian Heritage Month panel to encourage dialogue and promote conversation around breaking stereotypes and embracing Asian culture.

Student Athletes by Sport, 2016-2020

Sport	2016			2017			2018			2019			2020			
	Female	All	% Female	Female	All	% Female	Female	All	% Female	Female	All	% Female	Female	All	% Female	
USPORTS ¹	Basketball	15	34	44.1	15	30	50.0	13	31	41.9	14	31	45.2	15	30	50.0
	Cross-Country	18	42	42.9	17	42	40.5	23	56	41.1	19	47	40.4	24	51	47.1
	Football		95			97			104			96			101	
	Rugby – Female	31	31	100.0	27	27	100.0	37	37	100.0	36	36	100.0	32	32	100.0
	Swimming	21	43	48.8	26	47	55.3	32	50	64.0	33	58	56.9	29	51	56.9
	Soccer	31	70	44.3	32	69	46.4	31	67	46.3	33	74	44.3	27	66	40.9
	Volleyball	16	34	47.1	17	35	48.6	17	35	48.6	19	38	50.0	17	36	47.2
	Wrestling	6	36	16.7	8	24	33.3	9	31	29.0	7	30	23.3	10	28	35.7
	Total	138	385	35.8	142	371	38.3	162	411	39.4	161	410	39.3	154	395	39.0
OUA ¹	Badminton	7	18	38.9	9	22	40.9	8	18	44.4	10	22	44.4	9	15	60.0
	Baseball		35			28			26			34			21	
	Golf	2	14	14.3	5	17	29.4	4	10	40.0	5	15	33.3			
	Fencing	24	66	36.4	37	88	42.0	35	95	36.8	36	90	40.0			
	Lacrosse – Female	23	23	100.0	20	20	100.0	24	24	100.0	21	21	100.0	15	15	100.0
	Rowing	28	69	40.6	29	61	47.5	38	74	51.4	35	72	48.6	13	22	59.1
	Rugby – Male		63			57			63			52			24	
	Squash	9	24	37.5	6	19	31.6	9	22	40.9	11	23	47.8			
	Tennis	8	21	38.1	8	22	36.4	12	28	42.9	10	25	40.0	7	11	63.6
	Water Polo	12	20	60.0	16	36	44.4	12	28	42.9	18	35	51.4	9	14	64.3
	Total	113	353	32.0	130	370	35.1	142	388	36.6	146	389	37.5	53	122	43.4
Clubs	Cheerleading	31	31	100.0	26	26	100.0	34	34	100.0	29	29	100.0			
	Curling	9	14	64.3	11	16	68.8	10	19	52.6	10	19	52.6	3	6	50.0
	Fastpitch	13	13	100.0				14	14	100.0	15	15	100.0	11	11	100.0
	Field Hockey	20	20	100.0	17	17	100.0	20	20	100.0	27	27	100.0	28	28	100.0
	Figure Skating	18	20	90.0	31	31	100.0	32	32	100.0	33	34	97.1	10	11	90.9
	Football – Female	96	96	100.0	108	108	100.0	124	124	100.0	109	109	100.0			
	Gymnastics															
	Ice Hockey – Female	17	17	100.0	19	19	100.0	21	21	100.0	22	22	100.0			
	Lacrosse – Male		26			28			28			27				
	Life Guarding	3	5	60.0	19	27	70.4				15	24	62.5			
	Ice Hockey – Male		40			43					18					
	Synchro Swim	20	20	100.0	12	12	100.0	16	16	100.0	19	19	100.0			
	Ultimate Frisbee	22	67	32.8	27	63	42.9	26	75	34.7	25	75	33.3			
	Nordic Skiing										8	16	50.0	6	7	85.7
Total	249	369	67.5	270	390	69.2	297	383	77.5	311	432	72.0	58	63	92.1	
Grand Total	500	1,107	45.2	542	1,131	47.9	601	1,182	50.8	618	1,231	50.2	265	580	45.7	

Note 1: USPORTS = U Sports, OUA = Ontario University Athletics, OIWFA = Ontario Intercollegiate Women's Fastpitch Association

Note 2: Excludes junior varsity roster team.

Note: All OUA sports are also USPORTS sports.

Note: In October 2016, Canadian Interuniversity Sport (CIS) rebranded to "U Sports"

Source: Athletics and Recreation database

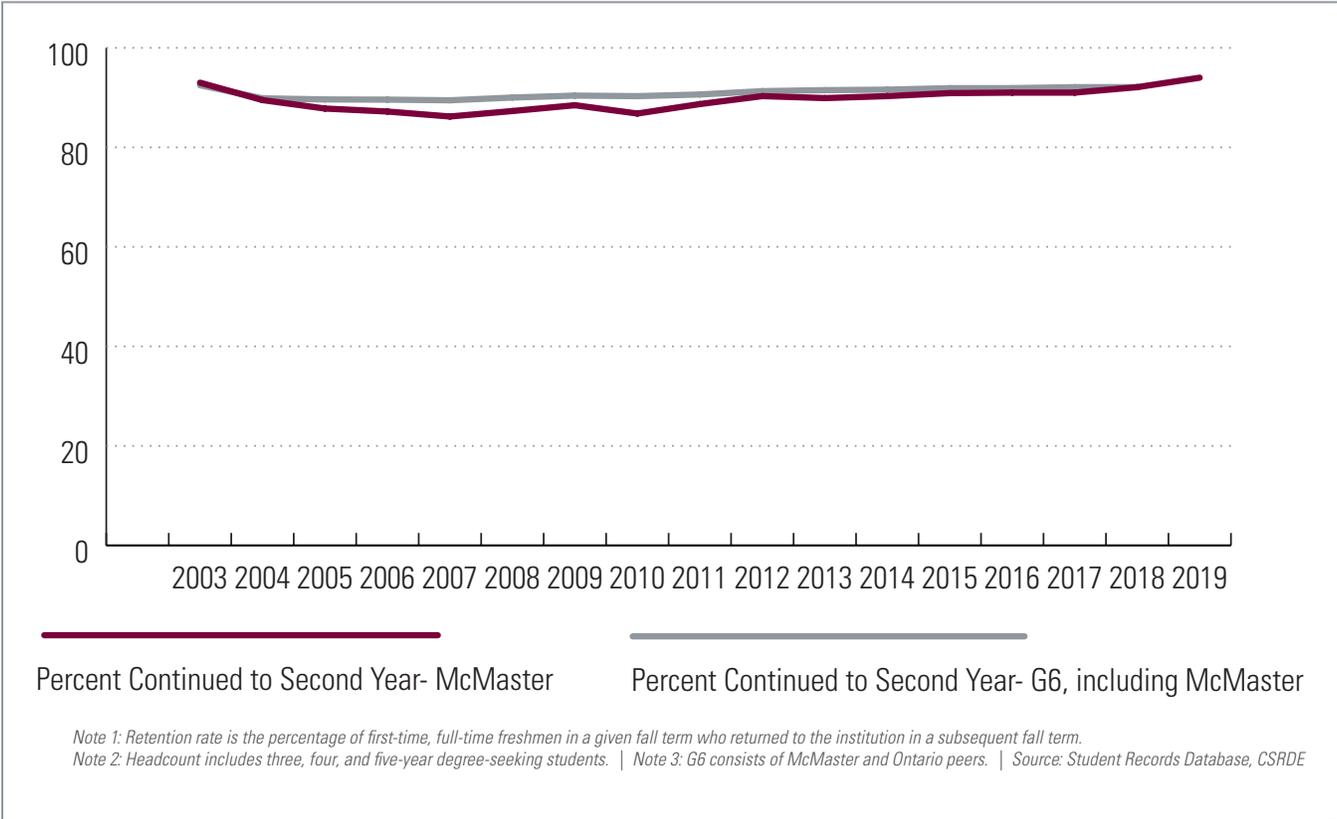


Approximately 94% of first-time, full-time, baccalaureate degree-seeking students of the 2019 entering cohort continued to second year.

Retention and Graduation

Female students continued to second year at higher rates than their male counterparts.

Retention Rates: Percent of First-Time, Full-Time Baccalaureate Degree-Seeking Students Who Continued to Second Year



Retention Rates¹ of First-time, Full-time, Baccalaureate Degree-Seeking Students – 2016 to 2020 Entering Cohort

Total	2016	2017	2018	2019	2020
Entering Cohort Headcount²	5,813	5,443	5,653	5,803	6653
% Continued to 2nd Year	91.0	91.6	91.3	94.0	
% Continued to 3rd Year	88.1	88.7	89.0		
% Continued to 4th Year	80.1	82.0			
% Continued to 5th Year	38.3				
Female	2016	2017	2018	2019	2020
Entering Cohort Headcount²	3,069	2,972	3,065	3,282	3738
% Continued to 2nd Year	92.1	93.4	92.7	94.7	
% Continued to 3rd Year	89.4	90.6	91.2		
% Continued to 4th Year	83.0	84.7			
% Continued to 5th Year	28.4				
Male	2016	2017	2018	2019	2020
Entering Cohort Headcount²	2,744	2,444	2,559	2,485	2,851
% Continued to 2nd Year	89.7	89.4	89.8	93.2	
% Continued to 3rd Year	86.6	86.4	86.7		
% Continued to 4th Year	76.9	78.9			
% Continued to 5th Year	49.4				
Domestic	2016	2017	2018	2019	2020
Entering Cohort Headcount²	5,206	4,765	4,987	4,981	5,729
% Continued to 2nd Year	91.1	92.4	92.0	94.1	
% Continued to 3rd Year	88.4	89.4	89.6		
% Continued to 4th Year	79.8	81.9			
% Continued to 5th Year	38.0				
International	2016	2017	2018	2019	2020
Entering Cohort Headcount²	607	678	666	822	923
% Continued to 2nd Year	89.6	85.8	86.5	93.7	
% Continued to 3rd Year	85.3	83.6	84.4		
% Continued to 4th Year	82.9	82.7			
% Continued to 5th Year	41.2				
Total G6 ³ , Including McMaster	2016	2017	2018	2019	2020
Entering Cohort Headcount²	38,969	39,102	40,505	N/A	N/A
% Continued to 2nd Year	91.9	92.1	92.1		
% Continued to 3rd Year	86.9	87.3			
% Continued to 4th Year	80.1				
% Continued to 5th Year					

Note 1: Retention rate is the percentage of first-time, full-time freshmen in a given fall term who returned to the institution in a subsequent fall term.

Note 2: Headcount includes three, four, and five-year degree-seeking students.

Note 3: G6 consists of McMaster and Ontario peers.

Note 4: N/A is in some columns of the G6 data, as it comes from CSRDE, which doesn't collect "Continued to 4th Year". Total G6 for 2019 lists N/A, as the entering cohort headcount is always one year behind.

Source: Student Records Database, CSRDE

The overall percentage of students graduating in four to eight years is consistently higher for domestic compared to international students.

Graduation Rates¹ of First-Time, Full-Time, Baccalaureate Degree-Seeking Students – 2012 Cohort to 2016 Cohort

Total	2012	2013	2014	2015	2016
Cohort Headcount	4,940	5,193	5,182	4,950	5,813
% Graduated in 4 Years	50.5	49.2	48.6	47.4	47.7
% Graduated in 5 Years	74.3	74.2	74.7	75.0	
% Graduated in 6 Years	80.1	80.7	82.1		
% Graduated in 7 Years	81.5	82.6			
% Graduated in 8 Years	82.3				
Female	2012	2013	2014	2015	2016
Cohort Headcount	2,638	2,725	2,778	2,674	3,069
% Graduated in 4 Years	61.4	59.3	60.4	58.1	59.4
% Graduated in 5 Years	80.0	80.7	82.1	81.5	
% Graduated in 6 Years	83.4	83.9	85.9		
% Graduated in 7 Years	84.4	85.0			
% Graduated in 8 Years	84.9				
Male	2012	2013	2014	2015	2016
Cohort Headcount	2,302	2,468	2,404	2,276	2,744
% Graduated in 4 Years	38.0	37.9	35.0	34.8	34.5
% Graduated in 5 Years	67.7	67.0	66.1	67.4	
% Graduated in 6 Years	76.4	77.3	77.8		
% Graduated in 7 Years	78.2	79.9			
% Graduated in 8 Years	79.3				
Domestic	2012	2013	2014	2015	2016
Cohort Headcount	4,598	4,861	4,815	4,600	5,206
% Graduated in 4 Years	50.2	49.4	48.8	47.9	48.2
% Graduated in 5 Years	74.5	74.6	75.2	75.5	
% Graduated in 6 Years	80.5	81.1	82.7		
% Graduated in 7 Years	81.9	83.1			
% Graduated in 8 Years	82.7				
International	2012	2013	2014	2015	2016
Cohort Headcount	342	332	367	350	607
% Graduated in 4 Years	53.8	45.2	45.8	41.1	43.5
% Graduated in 5 Years	71.6	68.7	67.3	68.3	
% Graduated in 6 Years	75.1	75.3	73.6		
% Graduated in 7 Years	76.6	75.9			
% Graduated in 8 Years	77.2				
Total G6², Including McMaster	2012	2013	2014	2015	2016
Cohort Headcount	36,259	37,072	37,281	38,521	38,969
% Graduated in 4 Years	50.7	50.4	50.7	49.4	
% Graduated in 5 Years	72.2	72.6	73.7		
% Graduated in 6 Years	77.8	78.7			
% Graduated in 7 Years	79.5				
% Graduated in 8 Years					

Note 1: Graduation rate is the cumulative percentage of first-time, full-time freshmen in a given fall term who graduated within a designated period of time.

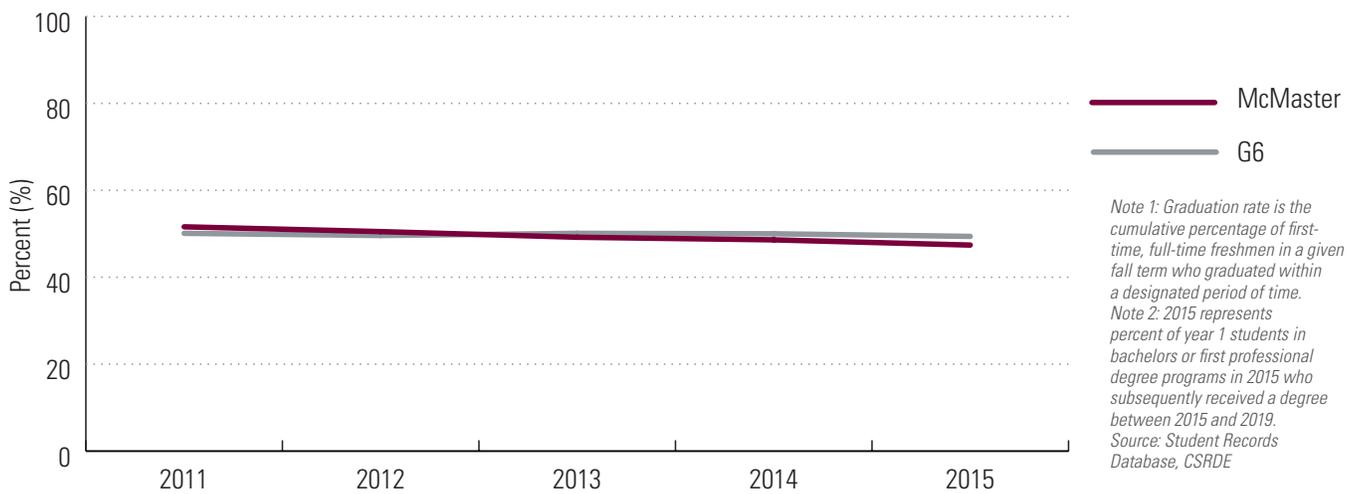
Note 2: G6 consists of McMaster and Ontario peers.

Source: Student Records Database, CSRDE

Based on the 2010 doctoral cohort study, students graduating from a PhD program at McMaster took an average of 5.0 years (median) to complete their studies.



4-Year Undergraduate Student Graduation Rates



Time-to-Completion, Master's and Doctoral Cohorts Study

Progression of 2014 Master's Cohort after 5 years

Faculty	Total #	Completed			Withdrew			In Progress		Promoted	
		#	%	Median Yrs	#	%	Median Yrs	#	%	#	%
Business	309	283	91.6	2.3	6	1.9	0.7	19	6.1	1	0.3
Engineering	223	177	79.4	1.7	24	10.8	1.0	3	1.3	19	8.5
Health Sciences	409	336	82.2	2.0	47	11.5	1.0	10	2.4	16	3.9
Humanities	135	119	88.1	1.0	11	8.1	1.0	3	2.2	2	1.5
Interdisciplinary	112	95	84.8	1.0	2	1.8	0.8	2	1.8	13	11.6
Science	155	112	72.3	2.0	7	4.5	0.7	2	1.3	34	21.9
Social Sciences	139	120	86.3	1.0	14	10.1	1.7	3	2.2	2	1.4
Total	1482	1242	83.8	2.0	111	7.5	1.0	42	2.8	87	5.9

Progression of 2010 Doctoral Cohort after 9 years									
Faculty	Total #	Completed			Withdrew			In Progress	
		#	%	Median Yrs	#	%	Median Yrs	#	%
Business	23	14	60.9	5.2	5	21.7	2.0	4	17.4
Engineering	69	43	62.3	4.7	21	30.4	1.3	5	7.2
Health Sciences	43	35	81.4	5.0	8	18.6	2.2	0	0.0
Humanities	30	20	66.7	5.0	10	33.3	6.0	0	0.0
Interdisciplinary	22	18	81.8	4.3	3	13.6	2.0	1	4.5
Science	104	77	74.0	4.3	15	14.4	1.7	12	11.5
Social Sciences	45	30	66.7	6.0	15	33.3	4.7	0	0.0
Total	336	237	70.5	5.0	77	22.9	2.0	22	6.5

Progression of 2013 Doctoral Cohort after 5 years									
Faculty	Total #	Completed			Withdrew			In Progress	
		#	%	Median Yrs	#	%	Median Yrs	#	%
Business	17	10	58.8	5.2	2	11.8	3.0	5	29.4
Engineering	96	65	67.7	4.0	12	12.5	2.0	19	19.8
Health Sciences	83	63	75.9	4.3	9	10.8	2.0	11	13.3
Humanities	30	11	36.7	5.0	12	40.0	4.7	7	23.3
Interdisciplinary	13	10	76.9	4.8	3	23.1	3.0	0	0.0
Science	92	71	77.2	4.3	11	12.0	2.33	10	10.9
Social Sciences	32	11	34.4	5.0	14	43.8	5.0	7	21.9
Total	363	241	66.4	4.3	63	17.4	3.0	59	16.3

Trend of Doctoral Progression (2007-2010 Cohorts after 9 years)								
Results/ Cohorts	2007		2008		2009		2010	
	#	%	#	%	#	%	#	%
Graduated	201	76.1	215	75.7	236	73.8	237	70.5
In Progress	1	0.4	1	0.4	13	4.1	22	6.5
Withdrawn	62	23.5	68	23.9	71	22.2	77	22.9
Total	264	100.0	284	100.0	320	100.0	336	100.0

Trend of Doctoral Progression (2010-2013 Cohorts after 5 years)								
Results/ Cohorts	2010		2011		2012		2013	
	#	%	#	%	#	%	#	%
Graduated	170	48.9	170	52.3	217	62.2	241	66.4
In Progress	115	33.0	105	32.3	71	20.3	59	16.3
Withdrawn	63	18.1	50	15.4	61	17.5	63	17.4
Total	348	100.0	325	100.0	349	100.0	363	100.0

Source: Graduate Studies and Student Records Database

From 2016 to 2020, the number of undergraduate and graduate degrees awarded increased 16.3% overall.

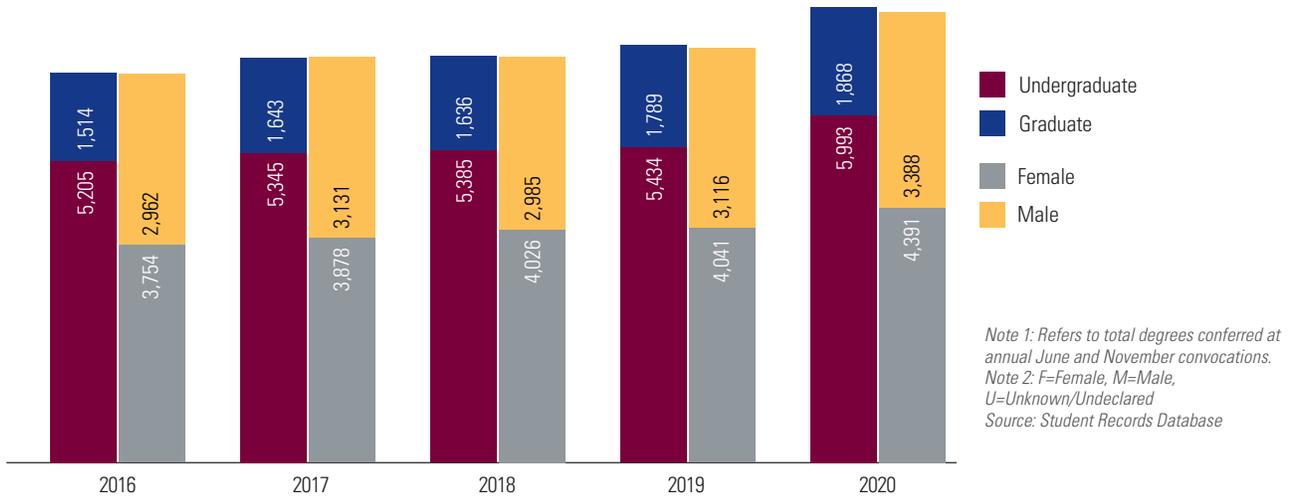
Degrees Awarded¹, 2016-2020

Faculty/Degree		2016				2017				2018				2019				2020			
		U	F	M	All	U	F	M	All												
Business	Bachelor		197	253	450		239	316	555		243	293	536		240	311	551	2	303	412	717
	Master's		111	147	258		139	150	289		129	151	280		139	166	305		151	153	304
	Doctoral		3	6	9		3	7	10		3	5	8		2	9	11			3	3
	Total		311	406	717		381	473	854		375	449	824		381	486	867	2	454	568	1,024
Engineering	Bachelor		148	742	890		172	807	979		188	766	954	4	182	811	997	9	212	835	1,056
	Master's		53	158	211		52	160	212		68	173	241		82	210	292		80	231	311
	Doctoral		9	55	64		15	56	71		20	48	68		14	38	52		18	46	64
	Grad. Cert. /Diploma			1	1							1	1			1	1				
	Total		210	956	1166		239	1023	1262		276	988	1264	4	278	1060	1342	9	310	1,112	1,431
Health Sciences	Bachelor		638	157	795		685	181	866	2	679	160	841	7	700	187	894	15	695	206	916
	First Professional		110	94	204		115	82	197		104	103	207		112	87	199		103	91	194
	Master's		188	77	265		231	80	311		227	85	312	4	263	105	372	10	306	94	410
	Doctoral		30	28	58		29	21	50		31	23	54		28	21	49		30	36	66
	Grad. Cert. /Diploma		21	2	23		19	8	27		14	10	24		28	14	42		16	7	23
	Total		987	358	1345		1079	372	1451		1055	381	1438	4	1131	414	1556	25	1,150	434	1,609
Humanities	Bachelor		390	166	556	3	340	167	510	7	353	140	500	6	334	142	482	6	306	136	
	Master's		448	110	1	77	27	105		66	29	95	1	71	36	108	4	63	27	94	
	Doctoral	1	77	27	105		66	29	95	1	71	36	108	4	63	27	94		68	25	93
	Grad. Cert. /Diploma		6	7	13		11	8	19		11	9	20		7	12	19		11	7	18
	Total	1	473	201	675	3	417	206	626	8	435	187	630	10	406	181	597	6	387	168	561
Science	Bachelor	1	778	505	1284	13	762	464	1239	20	879	481	1380	23	885	486	1394	25	1,048	534	1,607
	Master's		55	65	120		59	56	115		53	60	113		48	57	105	1	45	55	101
	Doctoral	1	28	35	64	1	34	41	76		20	26	46		23	31	54		27	28	55
	Total	2	861	605	1468	14	855	561	1430	20	952	567	1539	23	956	574	1553	26	1,120	617	1,763
Social Sciences	Bachelor		652	319	971	6	622	309	937	7	636	262	905	14	583	256	853	10	658	296	964
	Master's		70	38	108		74	50	124		68	36	104	2	61	28	91	2	71	49	122
	Doctoral		14	9	23		11	11	22		15	12	27		14	9	23		6	12	18
	Grad. Cert. /Diploma						2		2		1		1		1	1	2		3		3
	Total		736	366	1102	6	709	370	1085	7	720	310	1037	16	659	294	969	12	738	357	1,107
Arts & Science	Bachelor		41	14	55	1	41	20	62	1	45	16	62	1	50	10	61	1	49	23	73
	Total		41	14	55	1	41	20	62	1	45	16	62	1	50	10	61	1	49	23	73
Inter-disciplinary	Master's		121	40	161	1	137	58	196		144	57	201	1	160	64	225	1	162	68	231
	Doctoral		14	16	30		14	8	22		15	11	26		14	14	28		10	12	22
	Total		135	56	191	1	151	66	218	1	159	68	227	1	174	78	253	1	172	80	253
Total	3	3754	2962	6719	25	3872	3091	6988	38	4017	2966	7021	66	4035	3097	7198	82	4,380	3,359	7,821	
Divinity College	UG. Cert. /Diploma		1	1	2						1	2	3		2	2		4	5	9	
	First Professional			4	4		9	9			1	1			1	1		2	7	9	
	Master's		9	18	27		6	19	25		7	15	22		5	7	12		3	7	10
	Doctoral		4	4	8			12	12		1	1	2		1	9	10		2	10	12
	Total		14	27	41		6	40	46		9	19	28		6	19	25		11	29	40
Grand Total	3	3768	2989	6760	25	3878	3131	7034	38	4026	2985	7049	66	4041	3116	7223	82	4,391	3,388	7,861	

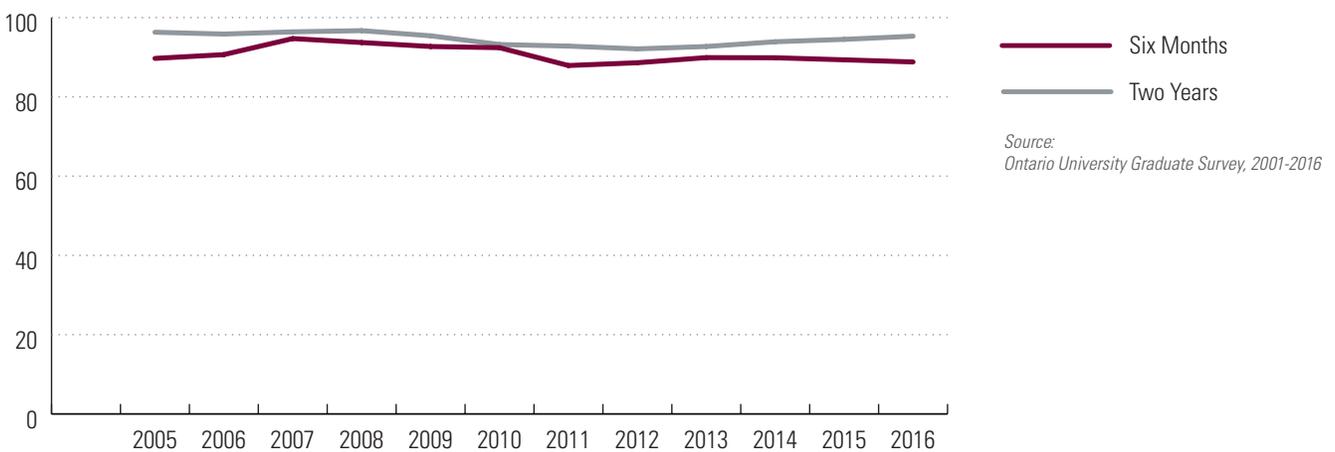
*Note 1: Refers to total degrees conferred at annual June and November convocations. | Note 2: F=Female, M=Male, U=Unknown/Undeclared | Note 3: Excludes Divinity College.
Source: Student Records Database*

Approximately 56% of degrees were awarded to females in 2020.
This has remained relatively constant since 2012, ranging from 55% to 57%.

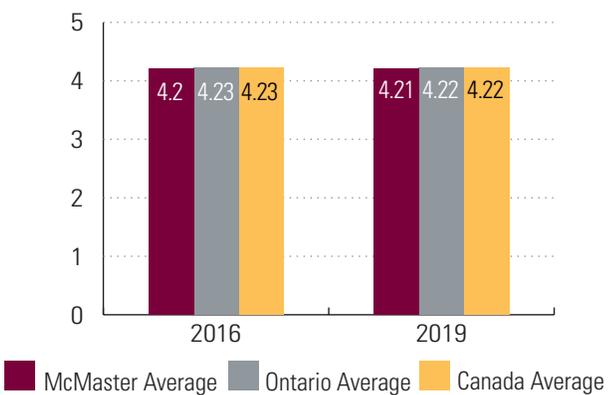
Degrees Awarded by Level and Gender, 2016-2020



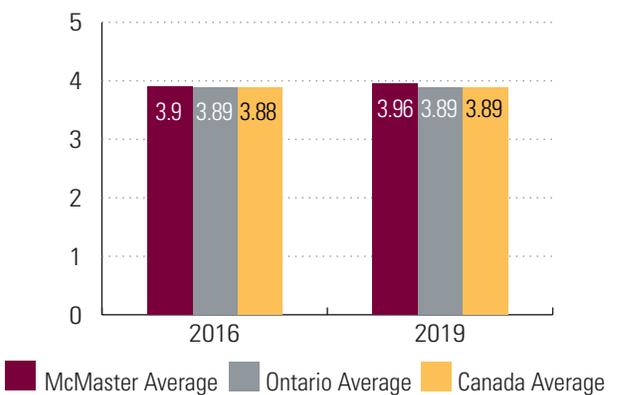
Employment Rates – 6 Months and 2 Years after Graduation



CGPSS – Would you select same field of study?



CGPSS - Would you choose the same university?



Note 1: CGPSS=Canadian Graduate and Professional Student Survey | Note 2: Comparison of mean scores | Note 3: 5=Definitely, 4=Probably, 3=Maybe, 2=Probably Not, 1=Definitely Not
Source: Canadian Graduate and Professional Student Survey (CGPSS).

The number of students receiving McMaster's Honour Awards (entrance awards) increased by 20.1% between 2014-2015 and 2019-2020.



Financial Aid

For more information on financial aid, please visit: registrar.mcmaster.ca/aid-awards/

Honour Awards by Faculty, 2015-2016 to 2020-2021 ¹												
Faculty/ Program	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
Arts & Science	67	1.5	75	1.4	61	1.2	69	1.3	58	1.1	83	1.8
Business	665	15.2	954	18.2	850	17.3	842	16.0	830	15.2	554	12.1
Engineering ²	902	20.7	1157	22.1	938	19.1	1206	22.9	1,109	20.9	1,212	26.6
Health Sciences	197	4.5	258	4.9	240	4.9	245	4.6	262	4.8	266	5.8
Nursing	118	2.7	121	2.3	110	2.2	110	2.1	121	2.2	112	2.5
Midwifery	1	0.0	4	0.1	1	0.1	6	0.1	1	0.1	0	0.0
Humanities	329	7.5	328	6.3	317	6.5	289	5.5	311	5.7	180	3.9
Music	18	0.4	23	0.4	19	0.4	21	0.4	29	0.5	24	0.5
Science	1,070	24.5	1197	22.8	1265	25.7	1538	29.2	1,664	30.4	1,619	35.5
Kinesiology	222	5.1	240	4.6	180	3.7						
Medical Radiation Science	112	2.6	122	2.3	97	2.0						
Mathematics & Statistics	104	2.4	180	3.4	176	3.6	224	4.2	265	4.8	177	3.9
Social Sciences	556	12.7	581	11.1	661	13.5	723	13.7	824	15.1	337	7.4
Total	4,361	100.0	5240	100.0	4915	100.0	5273	100.0	5273	100.0	4,564	100.0

2020-2021 In-Course Awards by Faculty, as of October 7, 2021³

Faculty/ Program	Level 1		Level 2		Level 3		Level 4		Level 5		By Faculty ³	
	Paid (\$)	Total #	Paid (\$)	Total #	Paid (\$)	Total #	Paid (\$)	Total #	Paid (\$)	Total #	Paid (\$)	Total #
Arts & Science			6,575	5	1,900	2	18,225	21			26,700	28
Business			20,200	13	41,800	32	64,950	61			126,950	106
Engineering	50,000	2	143,683	37	181,758	42	132,378	82	39,275	35	547,094	198
Health Sciences	2,000	2	103,600	79	28,700	18	71,425	64	1,000	1	206,725	164
Humanities			40,975	22	39,300	44	97,125	95			177,400	161
Nursing			35,650	14	67,400	25	37,000	16			140,050	55
Science	40,000	2	103,695	57	128,200	75	229,770	181	21,800	16	523,465	331
Social Sciences	800	1	28,300	7	68,600	21	96,890	90			194,590	119
Total	92,800	7	482,678	234	557,658	259	747,763	610	62,075	52	1,942,974	1,162

Ontario Student Assistance Program Information (OSAP), 2020-2021⁴

	Loan (\$)	Grant (\$)	Total (\$)
Undergraduate	72,493,651	69,412,657	141,906,308
Graduate	12,615,835	2,525,418	15,141,253
Total	85,109,486	71,938,075	157,047,561

In 2020-2021, McMaster's students received about \$8.5 million in bursaries, of which \$3.0 million was funded through Trust Funds and \$5.4 million through operating funds.

Bursary Program Information, 2020-2021⁵

	MAPS (\$)	Donor (\$)	Operating (\$)	Total (\$)
Undergraduate	18,180	2,876,937.0	4,744,161.5	7,639,278.6
Graduate		165,440	681,742.8	847,182.8
Total	18,180	3,042,377.0	5,425,904.3	8,486,461.4

Work Program Information, 2019-2020⁶

Work Program	Fall/Winter		Summer		Total	
	Student Earnings (\$)	Employer Subsidy (\$)	Student Earnings (\$)	Employer Subsidy (\$)	Student Earnings (\$)	Employer Subsidy (\$)
Total	1,779,687.08	704,865.24	1,544,902.26	536,969.77	3,324,589.34	1,241,835.01

Note 1: Honour Awards by Faculty are by direct-entry program.

Note 2: Includes Engineering "other" levels.

Note 3: Does not include entrance academic grants and exchange grants; includes non-monetary awards.

Note 4: The 2020-2021 OSAP data reflects program starts between August 1, 2020 and July 31, 2021 and thus encompasses the 2020-2021 Fall/Winter and 2021 Spring/Summer sessions.

Note 5: The 2020-2021 Bursary data reflects payments made during the fiscal year only (eg. 2019 records have payment dates between May 1, 2020 and April 30, 2021).

Note 6: The 2019 records reflect the summer 2019 work program and the fall/winter 2019-2020 work program and is based on fiscal year payments/intended payments.

Note 7: Sources of work program funding include tuition reinvestment, operating and donor-established trust funds.



Since 2015-2016, the largest increase in average support for Master's students was seen in the category "Federal Fellowships/Scholarships" (64.2%, from \$744 to \$1,222).

Graduate Student Financial Support – Average by Category						
Qualification/Category/Average Support		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Master's	Internal Fellowships/Scholarships	\$3,913	\$3,962	\$2,821	\$2,163	\$3,171
	Federal Fellowships/Scholarships	\$744	\$741	\$538	\$582	\$1,222
	Provincial Fellowships/Scholarships	\$799	\$613	\$441	\$415	\$588
	Other Bursaries/Awards/Scholarships/ Fellowships	\$997	\$729	\$691	\$1,038	\$1,410
	Teaching Assistantships	\$5,060	\$5,029	\$3,024	\$2,817	\$4,973
	Research Assistantships	\$4,422	\$4,706	\$3,578	\$3,403	\$6,000
	Other Employment-Based Income Support	\$206	\$368	\$202	\$224	\$325
PhD	Internal Fellowships/Scholarships	\$6,128	\$5,653	\$6,575	\$5,200	\$5,046
	Federal Fellowships/Scholarships	\$4,107	\$4,343	\$3,787	\$4,029	\$3,775
	Provincial Fellowships/Scholarships	\$1,557	\$1,777	\$1,739	\$1,615	\$1,513
	Other Bursaries/Awards/Scholarships/ Fellowships	\$1,530	\$1,586	\$1,515	\$1,729	\$1,434
	Teaching Assistantships	\$6,431	\$6,505	\$6,482	\$6,697	\$6,712
	Research Assistantships	\$7,490	\$7,098	\$7,845	\$7,806	\$8,561
	Other Employment-Based Income Support	\$504	\$572	\$897	\$927	\$1,112

Note: Excludes professional programs. Only includes students enrolled FT in both Fall and Winter terms.
Source: Graduate Studies Database

Since 2015-2016, the largest increase in average support for PhD students was seen in the category "Other Employment-Based Income Support" (120.6%, from \$504 to \$1,112).

Between 2019-2020 and 2020-2021, full-time undergraduate program tuition for domestic entering students remained the same, while the tuition for international/visa entering students saw an increase of 10.0% on average.

Tuition Fees

For more information on tuition fees, please visit: www.mcmaster.ca/bms/BMS_Financial_Information.htm#fs_tf

Tuition Fees for Undergraduate Entering Cohort, 2016-2017 to 2020-2021										
Level 1 Program	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Domestic (\$)	Visa (\$)								
Arts & Science	6,329	23,986	6,519	25,905	6,714	27,977	6,043	32,394	6,043	35,633
Business	9,428	30,299	9,900	32,723	10,394	35,341	9,355	38,168	9,355	38,168
Engineering	12,544	38,925	13,171	42,039	13,829	45,402	12,446	49,041	12,446	54,935
Health Sciences	6,329	25,248	6,519	27,268	6,714	29,449	6,043	32,394	6,043	40,493
Humanities	6,329	23,986	6,519	25,905	6,714	27,977	6,043	32,394	6,043	35,633
Kinesiology	6,329	25,248	6,519	27,268	6,714	29,449	6,043	32,394	6,043	35,633
Medical Radiation Science	6,329	25,248	6,519	27,268	6,714	29,449	6,043	32,394	6,043	35,633
Medicine	26,577	95,000	27,241	95,000	27,922	95,000	25,130	95,000	25,130	95,000
Midwifery	8,652		8,912		9,179		8,261		8,261	
Nursing	6,329	27,773	6,519	29,995	6,714	32,395	6,043	35,634	6,043	40,979
Science	6,329	25,248	6,519	27,268	6,714	29,449	6,043	32,394	6,043	35,633
Social Sciences	6,329	23,986	6,519	25,905	6,714	27,977	6,043	30,774	6,043	33,852

Tuition Fees for Graduate Entering Cohort, 2016-2017 to 2020-2021

Year 1 Master's/ Doctoral Program	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Domestic (\$)	Visa (\$)								
Research Based Full-time	7,008	16,761	7,008	17,096	7,008	17,096	6,307	17,096	6,307	17,096
Research Based Part-time	3,504	8,601	3,504	8,773	3,504	8,773	3,154	8,733	3,154	8,733
Course Based Full-time	8,513	19,962	8,939	21,559	9,386	23,283	8,447	25,612	8,447	28,173
Course Based Part-time	4,257	10,244	4,470	11,063	4,693	11,948	4,224	13,143	4,224	13,143
MBA¹ Full-time	18,504	36,072	19,429	38,957	20,012	38,957	18,011	39,736	18,011	39,736
MBA Part-time (per course)	2,313	4,509	2,429	4,870	2,550	4,870	2,295	4,967	2,295	4,967
UNENE² (per half-course)	2,500	2,500	2,500	2,500	2,500	2,500	2,250	2,250	2,250	2,250
Master of Communications (per half-course)	3,945	4,509	4,142	4,870	4,349	5,259	4,566	5,785	4,349	5,259
MEEI³ Full-time	20,022	30,636	20,022	33,087	10,800	34,738	9,720	39,000	9,720	39,780
MEEI Part-time	10,008	15,312	10,008	16,537	6,000	16,537	5,400	17,362	5,400	18,230
MEPP⁴ Full-time	18,289	24,927	18,289	26,921	10,800	29,100	9,720	33,000	9,720	34,650
MEPP Part-time	9,384	12,788	9,384	13,812	6,000	14,929	5,400	16,137	5,400	16,944
M Eng Design⁵ Full-time	18,289	24,927	18,289	26,921	10,800	29,100	9,720	33,000	9,720	34,650
M Eng Design Part-time	9,384	12,788	9,384	13,812	6,000	14,929	5,400	16,137	5,400	16,944
Occupational Therapy	10,469	37,585	10,993	40,592	11,542	43,840	10,388	48,224	10,388	53,046
Physiotherapy Therapy	10,469	37,585	10,993	40,592	11,542	43,840	10,388	48,224	10,388	53,046

Note 1: MBA = Master of Business Administration

Note 2: UNENE = The University Network of Excellence in Nuclear Engineering

Note 3: MEEI = Master of Engineering Entrepreneurship and Innovation

Note 4: MEPP = Master of Engineering and Public Policy

Note 5: M Eng Design = Master of Engineering Design

Note 6: UNENE and Master of Communications fees are per half course; MBA full-time is 2 terms; MBA part-time fees are per course; all other program fees are annual (3 terms).

Source: USFC Tuition Fee Schedules, approved by the Board of Governors





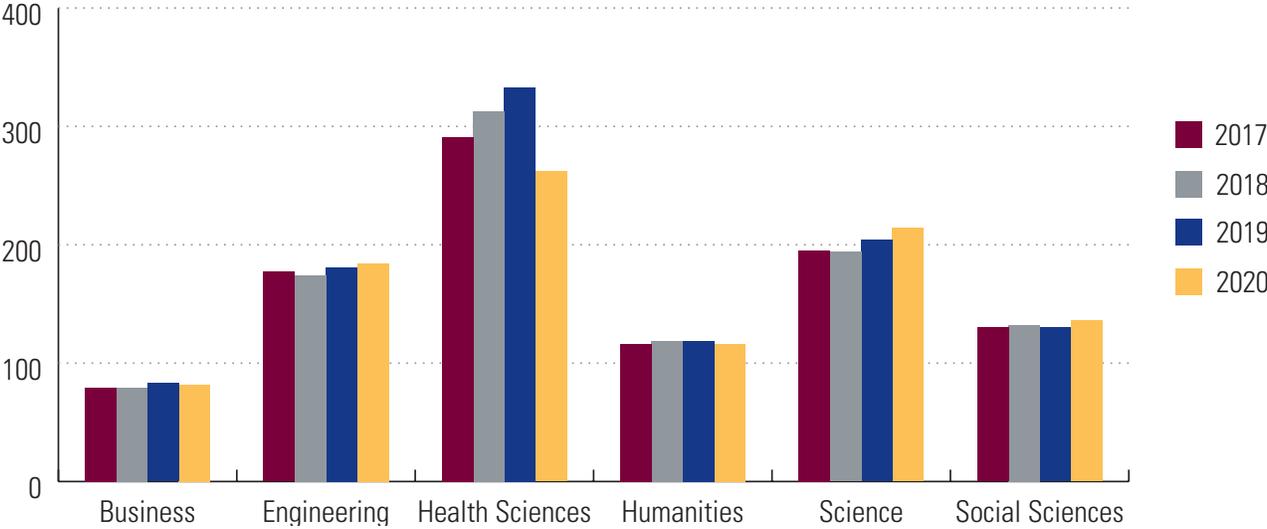
As of Fall 2020, there were 994 full-time instructional faculty (excluding clinical educators).

Faculty

For more information on faculty, please visit: <https://ira.mcmaster.ca/what-we-do/analysis/>

As of October 1, 2020, McMaster has 994 full-time faculty members, of which 39.3% were female. 95.2% of the full-time faculty hold doctoral degrees.

Full-Time Faculty Count by Faculty, 2017-2020⁴



Note 1: Departments for faculty members are based on their home departments. Faculty members with joint appointments are counted under their primary faculty on record.
 Note 2: Indigenous Studies was moved from Other to Social Sciences effective May 2013.
 Note 3: As of October 1st of each year, and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).
 Note 4: Excludes clinician educators.
 Source: Human Resources

Full-Time Faculty Count by Faculty and Department, 2017-2020

Faculty/Department ¹		2017			2018			2019			2020		
		Male	Female	Total									
Business	Accounting and Financial Management Services	8	2	10	6	3	9	7	3	10	7	3	10
	Finance and Business Economics	14	3	17	16	4	20	15	4	19	15	4	19
	Health Policy and Management	3	3	6	4	3	7	4	4	8	4	3	7
	Human Resources and Management	8	6	14	8	5	13	7	6	13	7	6	13
	Information Systems	5	3	8	4	3	7	4	3	7	4	3	7
	Marketing	8	1	9	8	0	8	10	1	11	10	1	11
	Operations Management	7	0	7	7	0	7	7	0	7	7	0	7
	Strategic Management	5	3	8	5	3	8	5	3	8	5	3	8
	Total	58	21	79	58	21	79	59	24	83	59	23	82
Engineering	Bachelor of Technology	19	2	21	19	1	20	20	2	22	19	2	21
	Chemical Engineering	16	4	20	15	4	19	17	4	21	17	4	21
	Civil Engineering	14	4	18	15	5	20	16	5	21	16	5	21
	Computing and Software	21	3	24	20	3	23	21	3	24	22	4	26
	Electrical and Computer Engineering	27	4	31	27	4	31	28	4	32	29	4	33
	Engineering Physics	16	2	18	16	2	18	16	2	18	16	2	18
	Material Science and Engineering	12	2	14	13	2	15	13	3	16	12	3	15
	Mechanical Engineering	23	4	27	20	4	24	20	4	24	20	5	25
	Engineering Practice	3	1	4	3	1	4	2	1	3	3	1	4
	Total	151	26	177	148	26	174	153	28	181	154	30	184
Health Sciences ⁴	Anesthesia	1	0	1	2	1	3	3	2	5	3	2	5
	Biochemistry and Biomedical Sciences	20	8	28	20	9	29	18	8	26	15	7	22
	Health Research Methods, Evidence and Impact	25	16	39	25	16	41	24	15	39	23	13	36
	Family Medicine	3	6	9	3	8	11	5	9	14	1	2	3
	Medicine	49	15	64	53	24	77	54	31	85	49	21	70
	Obstetrics and Gynecology	2	6	8	3	7	10	3	8	11	1	6	7
	Oncology	3	2	5	2	2	4	2	1	3	2	0	2
	Pathology and Molecular Medicine	19	8	27	18	8	26	15	9	24	12	8	20
	Pediatrics	5	9	14	6	9	15	10	14	24	5	9	14
	Psychiatry	6	10	16	6	11	17	8	11	19	4	10	14
	School of Nursing	4	36	40	4	35	39	4	33	37	4	32	36
	School of Rehabilitation Science	2	29	31	2	24	26	2	24	26	1	27	28
	Surgery	6	2	8	11	4	15	14	6	20	3	2	5
Total	144	147	291	155	158	313	162	171	333	123	139	262	

Full-Time faculty consisted of 422 (42.5%) full professors, 296 (29.8%) associate professors, 269 (27.1%) assistant professors and 7 (0.7%) lecturers.

Full-Time Faculty Count by Faculty and Department, 2017-2020 (Continued)

Faculty/Department ¹		2017			2018			2019			2020		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Humanities	Classics	4	2	6	4	3	7	4	3	7	4	3	7
	Communication Studies and Media Arts	9	8	17	9	8	17	8	10	18	8	10	18
	English and Cultural Studies	8	14	22	8	14	22	8	13	21	8	14	22
	French	4	3	7	4	4	8	4	4	8	4	4	8
	History	11	9	20	12	9	21	11	8	19	11	7	18
	Humanities					1	1	1	1	1	0	1	1
	Linguistics and Languages	4	8	12	4	8	12	4	8	12	4	8	12
	L.R. Wilson Centre								2	2		1	1
	Philosophy	8	8	16	7	8	15	8	7	15	7	8	15
	School of the Arts	8	8	16	8	8	16	8	8	16	6	8	14
	Total	56	60	116	56	63	119	55	64	119	52	64	116
Science	Biology	20	13	33	20	12	32	21	12	32	20	12	32
	Chemistry	22	4	26	22	4	26	22	4	26	22	7	29
	Geography and Earth Sciences	19	3	22	18	4	22	20	5	25	19	5	24
	Integrated Science Program	2	5	7	2	7	9	2	8	10	2	8	10
	Kinesiology	10	6	16	10	6	16	11	7	18	12	7	19
	Mathematics and Statistics	29	7	36	29	6	35	32	5	37	33	8	41
	Physics and Astronomy	20	6	26	20	5	25	20	6	26	21	6	27
	Psychology, Neuroscience and Behaviour	17	12	29	18	11	29	18	11	29	19	13	32
	Total	139	56	195	139	56	195	146	58	204	148	66	214
Social Sciences	Anthropology	7	7	14	7	8	15	6	9	15	7	10	17
	Economics	19	10	29	19	8	27	21	8	29	22	9	31
	Health, Aging, and Society	5	7	12	5	10	15	5	8	13	5	8	13
	Indigenous Studies ²		1	1		1	1		1	1		1	1
	Labour Studies	3	4	7	3	5	8	2	5	7	2	5	7
	Political Science	13	7	20	13	7	20	13	8	21	13	9	22
	Religious Studies	9	5	14	9	5	14	8	5	13	8	6	14
	School of Social Work	2	11	13	2	11	13	2	12	14	2	12	14
	Sociology	8	12	20	8	11	19	7	9	16	8	9	17
	Total	66	64	130	66	66	132	65	65	130	67	68	136
Grand Total	614	374	988	622	389	1,011	640	410	1,050	603	391	994	

Note 1: Departments for faculty members are based on their home departments. Faculty members with joint appointments are counted under their primary faculty on record.

Note 2: Indigenous Studies was moved from Other to Social Sciences effective May 2013.

Note 3: As of October 1st of each year, and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).

Note 4: Excludes clinician educators.

Source: Human Resources

McMaster's Full-Time faculty members have an average age of 52.1 years, with an average of 16.0 years at the university.

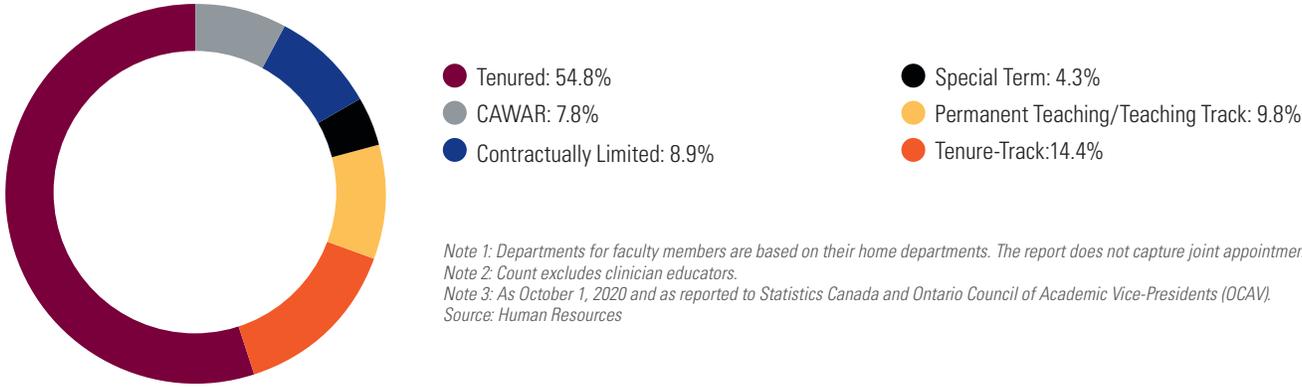
Full-Time Faculty Statistics, 2020-2021

Rank		Business	Engineering	Humanities	Science	Social Sciences	Health Sciences	University Total
Full Professor	No. in Rank	31	85	37	128	39	102	422
	Average Age	62.7	57.6	60.8	58.2	59.3	59.6	59.1
	Average Years in University	25.2	20.5	24.5	23.2	20.1	22.5	22.5
	% Tenured/Tenure-Track	100	98.8	100	100	100	99.0	99.5
Associate Professor	No. in Rank	25	38	55	44	52	82	296
	Average Age	54.2	49.7	53.2	50.8	50.3	50.4	51.2
	Average Years in University	17.0	14.3	16.3	15.6	13.0	14.5	14.9
	% Tenured/Tenure-Track	96.0	100	95.7	97.6	100	100	98.9
Assistant Professor	No. in Rank	24	60	23	42	42	78	269
	Average Age	42.2	42.0	40.5	38.7	43.8	45.0	42.5
	Average Years in University	7.1	8.6	6.3	5.3	7.3	7.8	7.3
	% Tenured/Tenure-Track	66.7	70.0	65.2	71.4	64.3	79.5	71.4
Lecturer	No. in Rank	2	1	1		3		7
	Average Age							44.1
	Average Years in University							7.0
	% Tenured/Tenure-Track							14.3
Total Faculty	No. in Rank	82	184	116	214	136	262	994
	Average Age	53.7	50.9	53.0	52.8	50.6	52.4	52.1
	Average Years in University	16.9	15.3	16.8	18.1	13.1	15.6	16.0
	% Tenured/Tenure-Track	86.6	89.7	91.4	93.9	86.8	79.0	91.1

*Note 1: No statistics are reported for groups with less than 5 individuals.
 Note 2: Health Sciences % Tenure/Tenure-Track also includes CAWAR, Permanent Teaching, Teaching-Track and Special appointments.
 Note 3: As of October 1, 2020 and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).*

91.1% of full-time faculty are categorized as tenured or tenure-track appointments. (includes Tenured, Tenure-Track, Permanent Teaching, Teaching-Track, CAWAR and Special appointments)

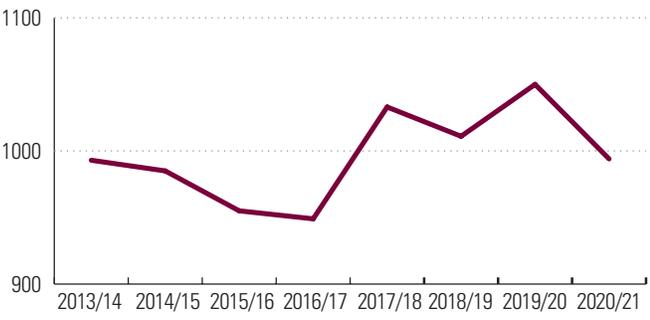
Full-Time Faculty Appointment Status, 2020-2021 (n=994)



*Note 1: Departments for faculty members are based on their home departments. The report does not capture joint appointments.
 Note 2: Count excludes clinician educators.
 Note 3: As of October 1, 2020 and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).
 Source: Human Resources*

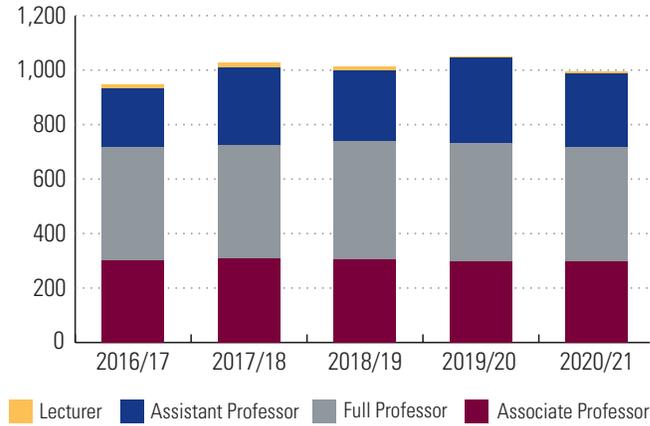
95.2% of full-time faculty members have a PhD or MD.

Full-Time Faculty Count , 2016/17 to 2020/21



Note 1: Excludes clinician educators.
 Note 2: As of October 1st of each year and as reported to Ontario Council of Academic Vice-Presidents (OCAV)
 Source: Human Resources

Full-Time Faculty Count by Rank , 2016/17 to 2020/21

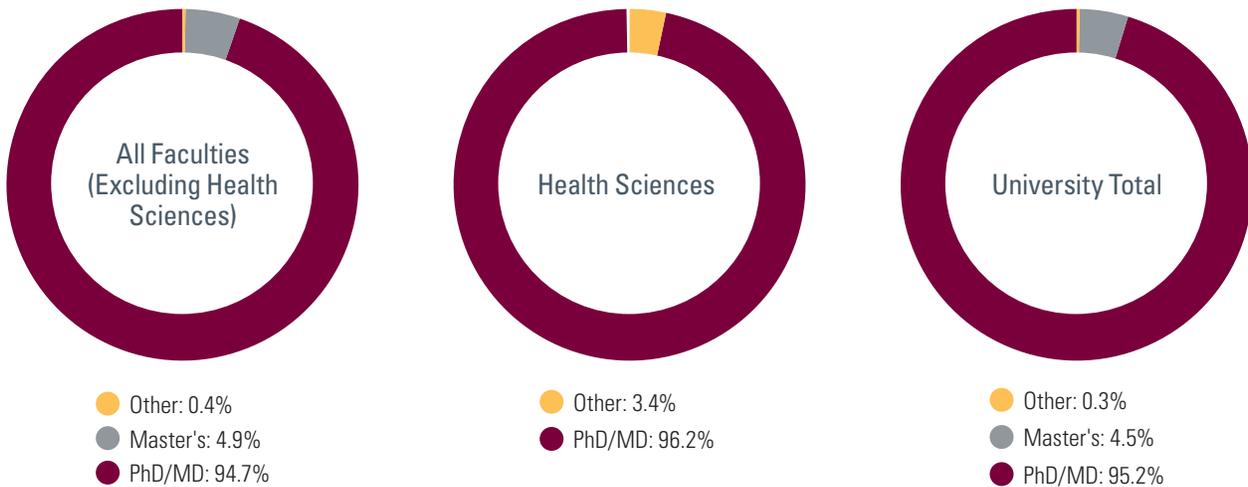


Note 1: Excludes clinician educators.
 Note 2: As of October 1st of each year and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV)
 Source: Human Resources

Highest Degree of Full-Time Faculty Members, 2020-2021

Faculty	% PhD/MD	% Master's	% Other
Business	87.8	11.0	1.2
Engineering	94.0	5.9	0.0
Humanities	94.8	5.2	0.0
Science	98.6	0.9	0.5
Social Sciences	93.4	5.9	0.7
Sub-total	94.7	4.9	0.4
Health Sciences	96.2	3.4	0.4
University Total	95.2	4.5	0.3

Highest Degree of Full-Time Faculty Members (n=994)



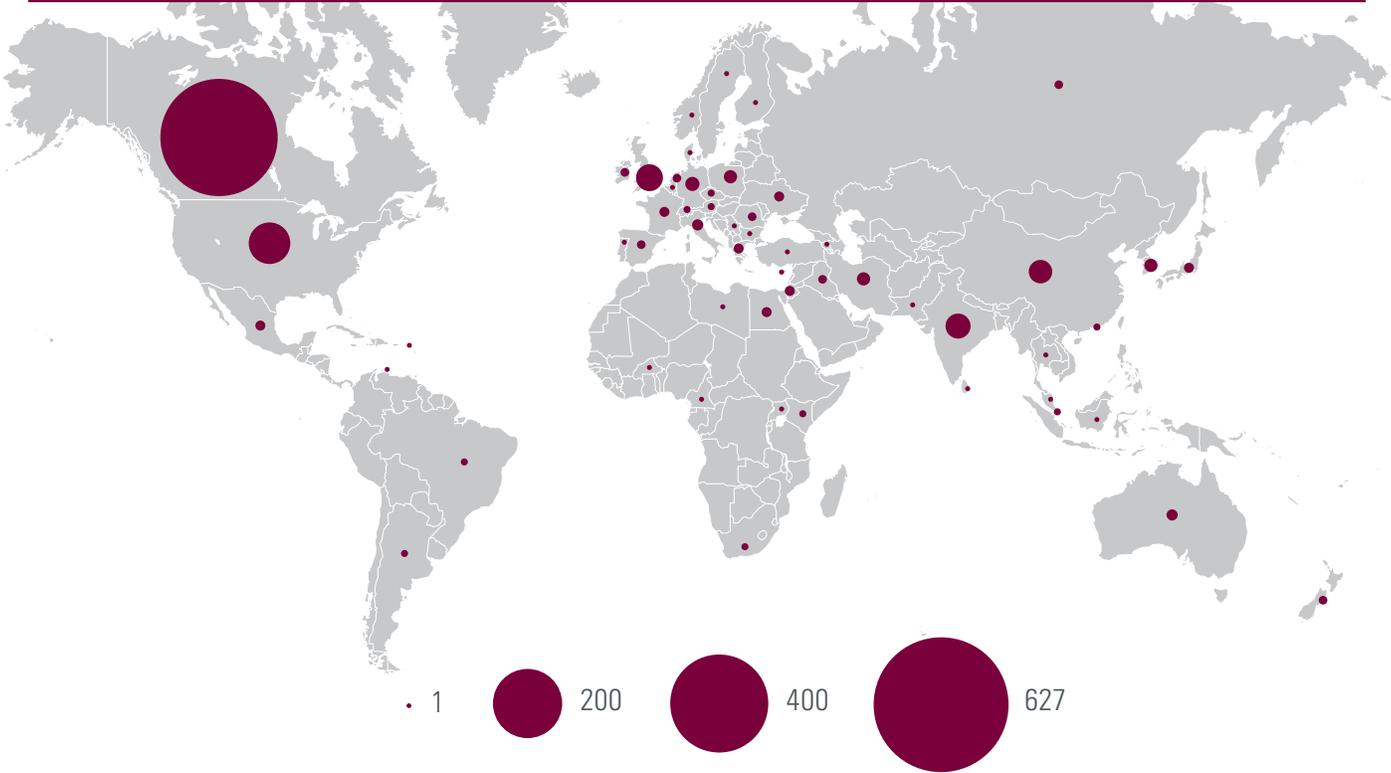
Note 1: Departments for faculty members are based on their home departments. The report does not capture joint appointments.
 Note 2: As of October 1, 2020 and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).
 Source: Human Resources

McMaster's full-time faculty members represented 54 countries (not including Canada)

Country of Highest Degree Earned of Full-Time Faculty Members, 2020-2021						
Faculty	Canada	U.S.A.	United Kingdom	Australia	Japan	All Other Countries
Business	45	29	2	1	0	5
Engineering	97	44	12	2	6	23
Humanities	66	35	9	0	0	6
Science	124	57	13	1	2	17
Social Sciences	73	40	12	0	0	11
Sub-total	405	205	48	4	8	62
Health Sciences	202	14	14	4	0	28
University Total	607	219	62	8	8	90

Note 1: Departments for faculty members are based on their home departments. The report does not capture joint appointments.
 Note 2: As of October 1, 2020 and as reported to Statistics Canada and Ontario Council of Academic Vice-Presidents (OCAV).
 Source: Human Resources

Full-Time Faculty Member by Citizenship, 2020-2021



Note: Number of faculty are ranges of circle sizes. For example, number of faculty between 1 and 199 are circle sizes between the first and second circles in the legend



Faculty members earned their highest degrees in over 30 countries. Most (89%) were earned in Canada, the United States and the United Kingdom.

39.3% of full-time faculty were Females (Fall 2020).

Countries with Highest Representation, 2020-2021

As a percent of all full-time faculty members

Canada	72.1%	United Kingdom	1.5%
United States	5.2%	China	2.0%
India	1.8%	All Other Countries	17.4%

Note 1: As of October 1st and as reported to Statistics Canada Ontario Council of Academic Vice-Presidents (OCAV).

Note 2: Excludes clinical educators.

Source: Human Resources





McMaster researchers are playing a leading role in working to address the most significant global issues.

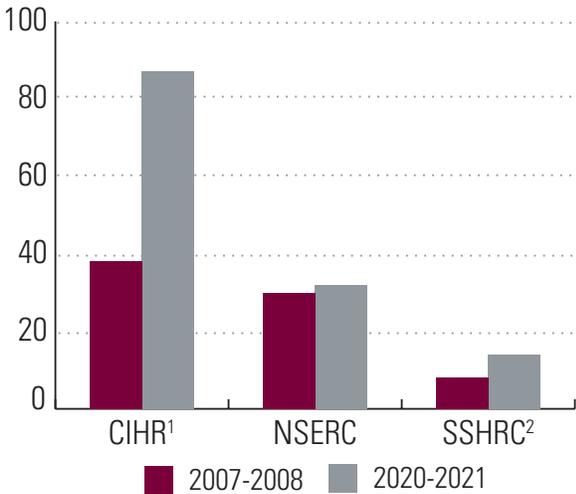
Research Grants

McMaster’s estimated total research income for 2020/21 is \$374.6 million, including affiliated hospitals. (Note: final 2020/21 amounts were not available at the time of printing).

Approximately \$132.5 million was received from the Tri-Agencies, including \$86.8 million from Canadian Institutes of Health Research (CIHR), \$31.9 million from Natural Sciences & Engineering Research Council (NSERC), and \$13.7 million from Social Sciences & Humanities Research Council (SSHRC).

For more information on McMaster’s Research Grants, please visit: research.mcmaster.ca

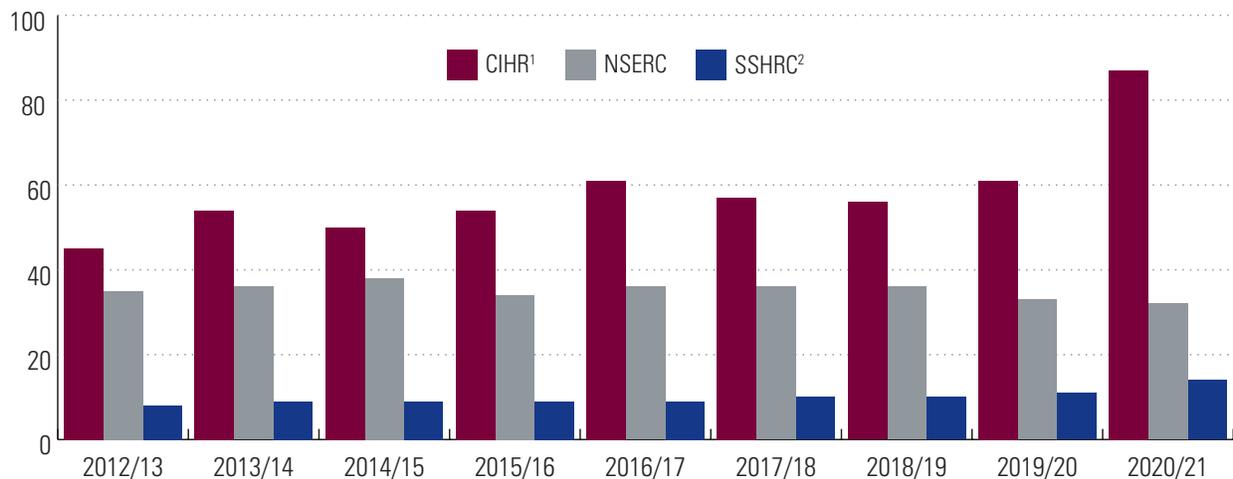
Tri-Council Funding (\$), 2007-2008 vs 2020-2021 - \$ millions



- \$52.0 million in renewed funding from CIHR for the Canadian Longitudinal Study on Aging (CLSA), a national, long-term project to improve understanding of the process of aging.
- \$2.5 million from CIHR to support the McMaster HealthLabs Canadian International COVID-19 Surveillance Border Study at Toronto Pearson International Airport.
- \$1.7 million from NSERC’s Collaborative Research and Training Experience program (CREATE) for the Controlled Release Leaders (ContRoL) project to develop a range of vehicles for controlled release for drug delivery, food science, anti-infection materials and agriculture.
- \$2.5 million from the SSHRC Partnership Grants program (PG) to expand the reach and impact of Participedia – an international network of researchers, educators, practitioners and policymakers who use an open-access crowdsourcing platform to share research and information about democratic initiatives around the world.
- \$2.2 million for nine researchers in four Faculties from the Government of Canada’s New Frontiers in Research Fund (NFRF) to support high-risk, high-reward and interdisciplinary research.

Note 1,2: CIHR includes affiliated hospitals (including Juravinski Cancer Centre).
 Note 3: SSHRC includes Divinity College and funding from New Frontiers in Research Fund (NFRF).
 Note 4: Data includes CRC and NCE.
 Source: Tri-Agency websites.

Tri-Council Funding (\$), 2012-2013 to 2020-2021 – \$ millions



Tri-Agency Funding (\$)³

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
CIHR²	44,755,061	53,705,150	50,228,864	53,698,255	61,227,947	56,652,845	55,501,016	60,849,949	86,835,636
NSERC	34,986,248	35,555,120	38,444,093	34,160,786	36,129,199	35,858,817	35,952,905	32,560,718	31,902,679
SSHRC³	8,030,162	8,899,474	9,200,804	8,585,180	9,308,485	9,930,424	10,402,070	11,265,256	13,741,472
Total	87,771,471	98,159,744	97,873,761	96,444,221	106,665,631	102,442,086	101,855,991	104,675,923	132,479,787

Note 1: CIHR includes affiliated hospitals (including Juravinski Cancer Centre).

Note 2: SSHRC includes Divinity College and funding from the New Frontiers in Research Fund (NFRF).

Note 3: Data includes CRC and NCE.

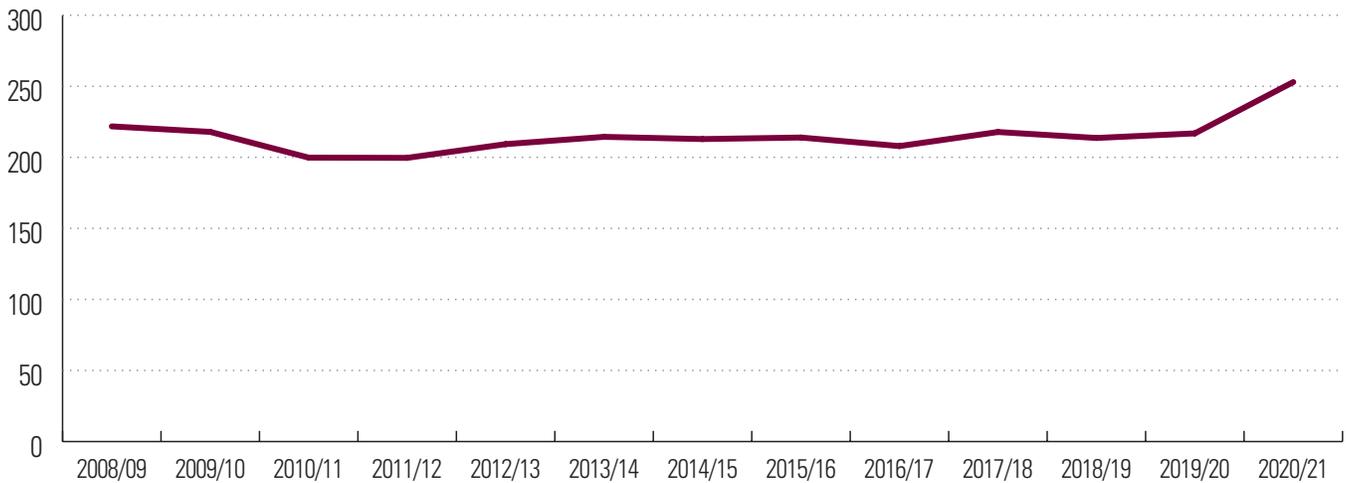
Source: Tri-Agency websites.

- \$35.1 million from the Canada Foundation for Innovation’s (CFI) 2020 Innovation Fund (IF) for five projects to build and expand infrastructure to bolster McMaster’s nationally recognized strengths in materials research and healthy aging and train the next generation of highly qualified personnel. Funding will support the McMaster Nuclear Reactor, Canadian Centre for Electron Microscopy (CEM), Centre for Emerging Device Technologies (CEDT) and the Canadian Longitudinal Study on Aging (CLSA).
- \$1.5 million from CFI’s Exceptional Opportunities Fund (EOF) - COVID-19 competition for infrastructure to support ongoing and future COVID-19 research.
- \$13.5 million from the Public Health Agency of Canada (PHAC) Sero-Surveillance and Research COVID-19 Immunity Task Force Initiative for five projects to study the epidemiology of infection risk and immunity protection among long-term care (LTC) facilities, residents and staff in Ontario; to better understand how widespread SARS-CoV-2 infection is in Canada among older adults; the use of vaccines in South Asian and First Nations communities and to understand the community determinants of COVID-19 transmission.
- \$1.5 million from PHAC’s Public Health Agency of Canada Centre for Communicable Diseases & Infection Control – Emerging Issues program to develop confirmatory testing for Vaccine-Induced Immune Thrombotic Thrombocytopenia (VITT).
- \$1.2 million from Indigenous Services Canada to provide palliative care training and coaching for community-based teams in Indigenous, First Nations, Inuit and Métis communities.
- \$10 million from FedDev Ontario for iHub, an integrated automotive, aerospace and advanced manufacturing network. The state-of-the-art facility will expand the existing facilities at McMaster Innovation Park and will leverage another \$16.8 million from industry partners.
- \$1.7 million from the Ontario Ministry of Economic Development, Job Creation and Trade’s (MEDJCT) Ontario Together Fund to support McMaster’s Centre of Excellence in Protective Equipment and Materials (CEPEM).
- \$4.0 million from the Ontario Ministry of Colleges and Universities (MCU) Ontario Research Fund—Research Excellence (ORF-RE) for McMaster’s Centre for Software Certification (McSCert) to commercialize technologies and develop multidisciplinary Highly Qualified Personnel (HQP) in the field of mobile health.
- \$1.0 million from the Ontario Ministry of the Environment, Conservation and Parks to help detect COVID-19 in wastewater, allowing researchers to deliver early warnings to municipalities before a spike in new cases occurs, and enhancing the ability of local public health units to identify, monitor and manage potential outbreaks.

McMaster ranks first in Canada in research intensity (average funding income per faculty member) – more than double the national average.

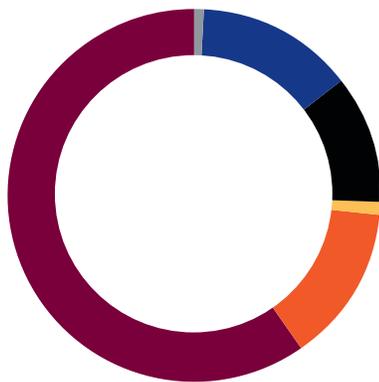
- \$1.0 million from the Province of Ontario to support Canada’s Global Nexus for Pandemics and Biological Threats to establish a library of designed chemicals for new antibiotic drugs, and the development of on-line educational modules to inform the public, scientists, and clinicians on the most up-to-date research and understanding of the antimicrobial resistance crisis.
- \$2.9 million for a project co-funded through Mitacs’ Accelerate program to research and develop models, prototypes and tools to support the development of power electronics components and architectures for electric vertical take-off and landing (eVTOL).
- \$1.0 million from the Weston Family Foundation Microbiome Initiative to develop and validate platform technology to deliver a compelling pre-clinical data package for established targets and new remediation strategies based on precision editing of the microbiome for multi-system inflammatory diseases such as Crohn’s Disease.
- McMaster researchers are leading a \$1.1 million (US\$) grant from the International Human Frontier Science Program (HFSP) to better understand and treat illnesses related to bone density and partnering on a \$1.2 million (US\$) grant from HFSP to study antimicrobial research.

McMaster Sponsored Research Income - \$ millions (Excluding Affiliated Hospitals), 2008-2009 to 2020-2021¹



Note 1: 2020-2021 estimate from McMaster University Financial Affairs (October 2021)
 Source: 2008-2009 - 2019-2020 Canadian Association of University Business Officers (CAUBO)

McMaster Sponsored Research Income - by Fund - approximately \$217M (Excluding Affiliated Hospitals), 2019-2020



- Other: 0.9%
- Not-for-profit: 13.6%
- Corporate: 11.2%
- Foreign: 1.1%
- Provincial/Municipal: 13.7%
- Federal: 59.4%

Acronyms:

- CIHR: Canadian Institutes of Health Research
- ERA: Early Researcher Awards
- NSERC: Natural Sciences & Engineering Research Council
- SSHRC: Social Sciences & Humanities Research Council
- ORF-RE: Ontario Research Fund – Research Excellence
- ORF-RI: Ontario Research Fund – Research Infrastructure

Note 1: Breakdown by sector not yet available for 2020-2021
 Source: Canadian Association of University Business Officers (CAUBO)

Federal support includes Tri-Agency awards, as well as funding from the Canada Foundation for Innovation, Federal Government, Networks of Centres of Excellence, and Canada Research Chairs. Tri-Agency funding is awarded from CIHR, NSERC, and SSHRC.

Provincial funding includes support received from provincial government sources, including but not limited to Ontario Centres of Excellence, and Ontario Research Funds such as, ERA, ORF-RE, ORF-RI, etc.



In the past year, close to 4 million people visited McMaster libraries in person and online.

Library

McMaster has four libraries on campus: Mills Memorial (Humanities and Social Sciences), Innis (Business), H.G. Thode (Science and Engineering), and the Health Sciences Library. The libraries currently hold over 3 million titles in all formats and provide access to thousands of other resources. The libraries also provide a rich collection of online clinical tools to support learning, research and clinical care across McMaster’s distributed campuses and collaborative teaching sites. In 2020, the libraries moved quickly in response to COVID-19 closures, enhancing the suite of available e-resources, providing remote access to specialized software, initiating a curbside pick-up service, and offering online help and instruction. The McMaster Library’s Remote Support Hub centralizes information for students, researchers and faculty providing the latest information on access to library spaces, collections, and assistance.

For more information on McMaster’s libraries, please visit: library.mcmaster.ca/

Collections as of April 30th	2016	2017	2018	2019	2020
Books, Other					
Titles (Paper)	1,274,265	1,282,221	1,276,908	1,275,182	1,278,295
Electronic books	595,779	611,882	621,966	671,548	695,054
Electronic audio, scores, video, etc.	14,182	19,631	20,806	27,076	63,961
Audio Materials	45,684	45,984	45,963	46,626	46,516
Film and Video	4,071	4,252	3,347	2,594	2,392
Cartographic Material	138,512	138,668	138,675	139,093	139,186
Printed Music Scores	31,468	31,639	31,415	31,537	31,993
Manuscripts & Archives (linear metre)	4,548	4,570	4,855	4,734	4,947
Serial Subscriptions					
Print/Microform Serials	1,596	1,596	1,456	1,205	1,170
Electronic Serials	96,558	88,664	96,512	113,187	123,004

- Access to Archives and Research Collections and Health Sciences Archives continued by appointment, when provincial restrictions permitted, and archivists developed new approaches to instruction that allowed students to continue to interact with primary sources. Despite the pandemic, Archives and Research Collections made some significant acquisitions that extended its rare books holdings and, most notably, the archives of humanitarian, diplomat, and activist, Stephen Lewis.
- McMaster Library's digital collections continue to grow, with additions to MacSphere, McMaster's institutional repository, and newly digitized maps, films, books, and documents added to the Library's Digital Archive. Launched in 2020, transcription and georeferencing projects have enhanced the accessibility and searchability of many of our digitized collections.
- Notable e-resources added recently included the JoVE Science Education videos, expanded access to Nature journals, and new e-book subscription and publisher collections which together provided access to over 500,000 academic e-books. As well, our participation in the HathiTrust allowed McMaster faculty and students to access over 800,000 in-copyright books that the library owns in print, with this emergency access continuing during physical closures. Most health collections were already available electronically, however, a number of nursing, rehabilitation sciences, and anatomy titles were added to meet demand at the start of the pandemic closure.

Information Resource Expenditure (\$) as of April 30th	2016	2017	2018	2019	2020
Books					
Print Monographs	775,084	359,461	616,917	780,952	534,989
Electronic Monographs	314,725	418,843	616,448	492,884	762,067
Total Expense	1,089,809	778,304	1,233,365	1,273,836	1,297,056
Serial Subscriptions					
Print Serials	619,998	586,354	526,452	357,120	339,567
Electronic Serials	8,727,984	9,489,110	9,239,074	9,648,280	10,903,296
Total Expense	9,347,982	10,075,464	9,765,526	10,005,400	11,242,863
Other					
Total Expense	1,114,042	1,480,444	1,743,011	1,917,796	1,658,231
Grand Expense	11,551,833	12,334,212	12,741,902	13,197,032	14,198,150

Summary of Library Personnel as of April 30th	2016	2017	2018	2019	2020
Professional					
Professional Staff	29	33	31	33	32
Other Professionals	23	26	27	26	29
Total	52	59	58	59	61
FTE					
Support Staff FTE	64	59	56	61	59
Casual Staff FTE	19	16	16	16	16
Total	83	75	72	78	75
Grand Total	135	134	130	134	136

Note 1: Does not include the Health Sciences Library (not available).
 Note 2: The new Integrated Library System provides a more accurate count by item type.

Note 3: All staffing numbers are Full Time Equivalencies (FTE).
 Source: CARL (Canadian Association of Research Libraries)

More than 14,000 students participated in a library instruction session; more than 23,000 research help questions were answered; more than 3.8 million articles were downloaded from the Library's electronic journal collection.

The Museum added 24 pieces of art to its permanent collection in 2020, consisting of 12 sculptures, 11 works on paper and 1 painting.



Museum of Art

The Museum's principal role is to support the academic mission of McMaster University and to contribute to the discourse on art in Canada. On campus, the Museum hosts exhibitions in collaboration with departments, wherein original research intersects with visual culture.

The Museum has produced innovative projects with a range of departments including: Psychology; Neuroscience and Behaviour; Physics and Astronomy; English and Cultural Studies; Theatre and Film Studies; and Indigenous Studies Program. In the community, the Museum produces projects with sister cultural institutions, including the Carnegie Gallery, Hamilton Arts Council, Mills Hardware and Super Crawl.

The Museum continues to contribute to the development of original research on campus in collaboration with McMaster departments including: Archaeological Sciences Institute and the Department of Medical Physics and Applied Radiation Sciences (on testing protocols for the elemental analysis of coins and works of art); Department of Family Medicine (on development and implementation of visual literacy courses for Health Care professionals); Indigenous Studies; School of the Arts; and, Department of Classics (on the classification and identification of antiquities and numismatics).

In January 2020, the Museum launched its 2020-2025 Strategic Plan, key among priority goals are disrupting the traditional museological narrative in collection, exhibition and education and public programs. To this end, the Museum's mission statement currently reads: *The McMaster Museum of Art is a meeting space for both the campus and the community situated within the traditional territories of the Mississauga and Haudenosaunee Nations. The Museum engages, educates and inspires through: growing an awareness of the interconnectivity of the past, present and future; advancing de-colonization; engaging in innovative and imaginative research; dismantling institutional and ideological boundaries; partnering and collaborating intentionally; diversifying the collection; and building capacity.* As part of the Museum's commitment to decolonial work, in 2020 the Museum launched the first ever BIPOC Cultural Administrators Mentorship Program in Canada.

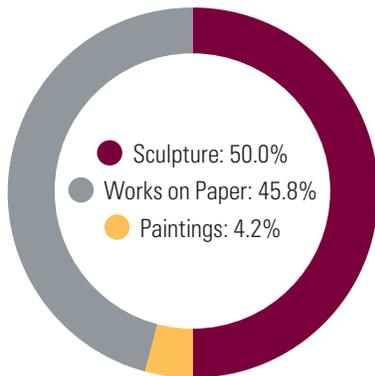
In 2020, the permanent collection held by the Museum of Art consisted of 6,414 works of art valued at over \$110 million. The collection includes works from the following: Impressionist, Post-Impressionist and Modern art; German Art of the 20th century; European Old Master works from the 16th to 18th centuries; 20th Century European Art; Canadian Art; Inuit Art and Contemporary Indigenous Art.

For more information on the Museum of Art, please visit: museum.mcmaster.ca/

Social Media statistics for 2020 are as follows: 43,379 website views; EMuseum, 30,119 page views; Twitter Followers, 3,338; Facebook Fans, 2,577; Instagram Followers, 2,241; Youtube Channel views, 69,200; and an active Geocache community.

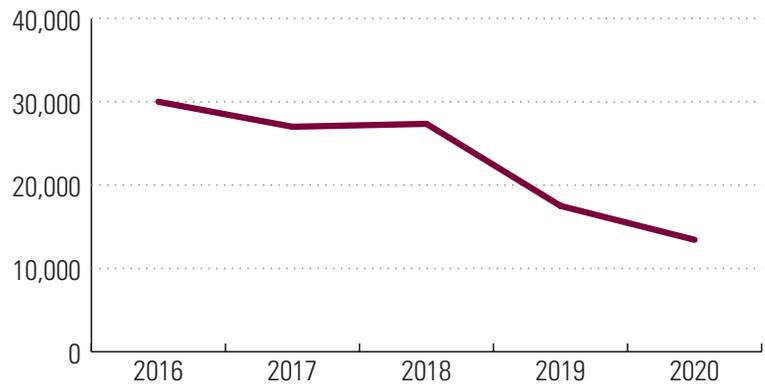
Permanent Collection Growth, 2016-2020	2016	2017	2018	2019	2019
New Acquisitions					
Paintings	7	8	15	0	1
Works on Paper	23	8	332	36	11
Sculpture	3	1	18	1	12
Coins					
Media	1				
Total New Acquisitions	34	17	365	37	24
Permanent Collection	5,971	5,988	6,353	6,390	6,414

New Acquisitions, 2020 (n=24)



Source: McMaster Museum of Art

Annual Attendance as of April 30th, 2016-2020



The Museum was closed for a 5-month period in 2019, for an environmental system refurbishment. As such, both attendance figures (real and virtual) as well as acquisition numbers are low for the year. The Museum was also closed for a 10-month period in 2020 due to the COVID-19 pandemic.

Attendance as of April 30th	2016	2017	2018	2019	2020
Attendance	30,000	27,000	27,350	17,500	13,433

Note: The Museum was closed for a 5-month period in 2019, for an environmental system refurbishment. As such, both attendance figures (real and virtual) as well as acquisition numbers are low for the year. The Museum was also closed for a 10-month period in 2020 due to the COVID-19 pandemic.

McMaster University was founded in 1887 and is governed by the McMaster University Act, 1976.



Governance

Current President

- Dr. David Farrar, 8th President (2019 - present)

Previous Presidents

- 1950*-1961: George P. Gilmour
- 1961-1972: Henry G. Thode
- 1972-1980: Arthur N. Bourns
- 1980-1990: Alvin A. Lee
- 1990-1995: Geraldine A. Kenney-Wallace
- 1995-2010: Peter J. George
- 2010-2019: Patrick Deane

* Please note that from 1888-1949, the head of McMaster was both the President and Chancellor. However, in 1950, McMaster changed its policy and created both a Chancellor and a President (who is also the Vice-Chancellor) position.

Current Chancellor

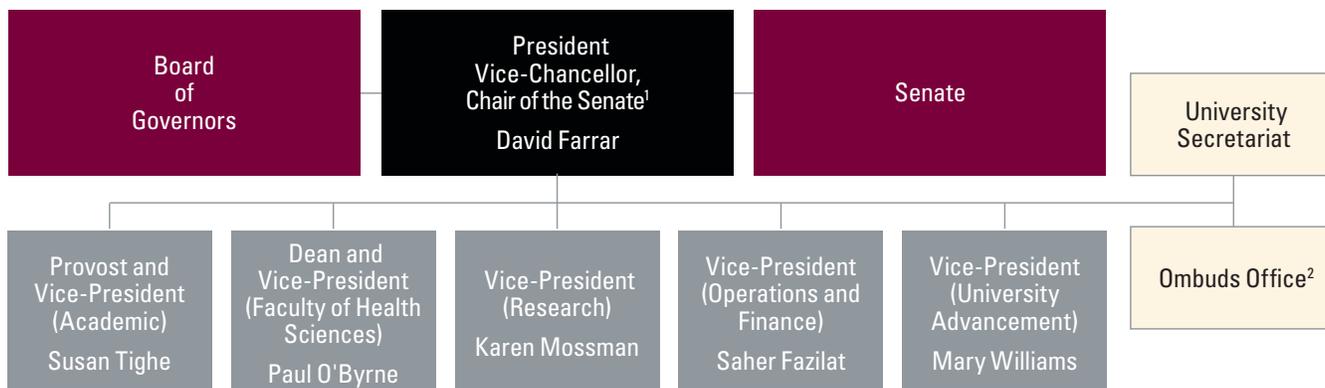
- Santee Smith, 19th chancellor (2019 - present)

Previous Chancellors

- 1888-1890: Malcolm MacVicar
- 1890-1892: Chairman Dr. Rand & Dr. Goodspeed while looking for a new Chancellor
- 1892-1895: Theodore Harding Rand
- 1895-1905: Rev. Oates C.S. Wallace
- 1905-1911: Alexander C. McKay
- 1911-1922: Abraham L. McCrimmon
- 1922-1941: Howard P. Whidden

- 1941-1949: George P. Gilmour
- 1949-1950: George P. Gilmour (President and Chancellor)
- 1950-1955: E. Carey Fox
- 1955-1960: Roy L. Kellock
- 1960-1965: Charles P. Fell
- 1965-1971: D. Argue C. Martin
- 1971-1977: Lawrence T. Pennell
- 1977-1986: H. Allan B. Leal
- 1986-1992: John H. Panabaker
- 1992-1998: James H. Taylor
- 1998-2007: Melvin M. Hawkrigg
- 2007-2013: Lynton Ronald (Red) Wilson
- 2013-2019: Suzanne Labarge

Organization Chart of McMaster University, 2021



Note 1: The Chancellor is omitted since the President and Vice-Chancellor is designated as the Chief Executive Officer by Bill PR. 7, An Act Respecting McMaster University, passed by the Ontario Legislature on April 13, 1976.

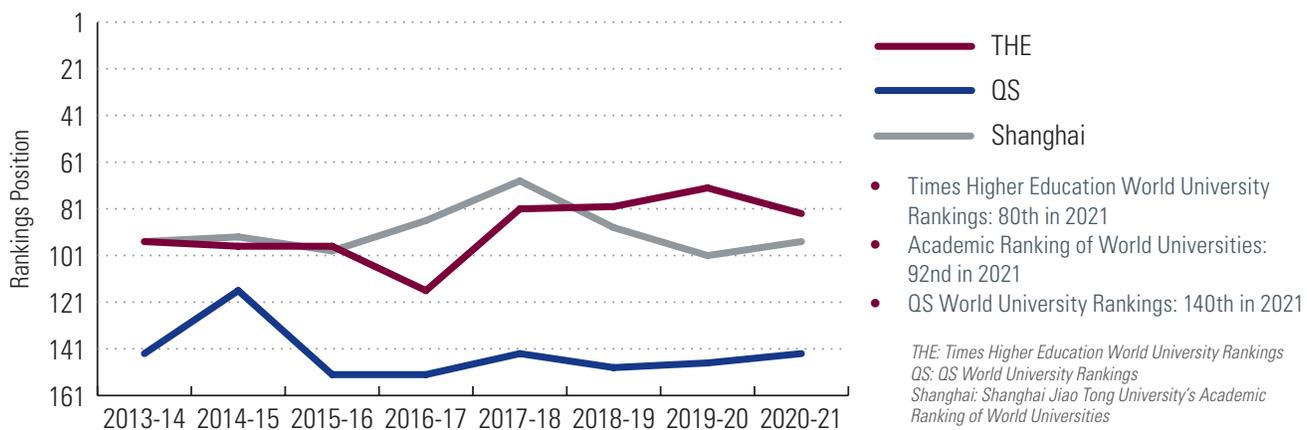
Note 2: The Ombudsperson reports to the President of the University and the President of the McMaster Students Union.

McMaster consistently ranks second in Ontario in the three major rankings. (THE, QS, Shanghai)



Rankings and Reputation

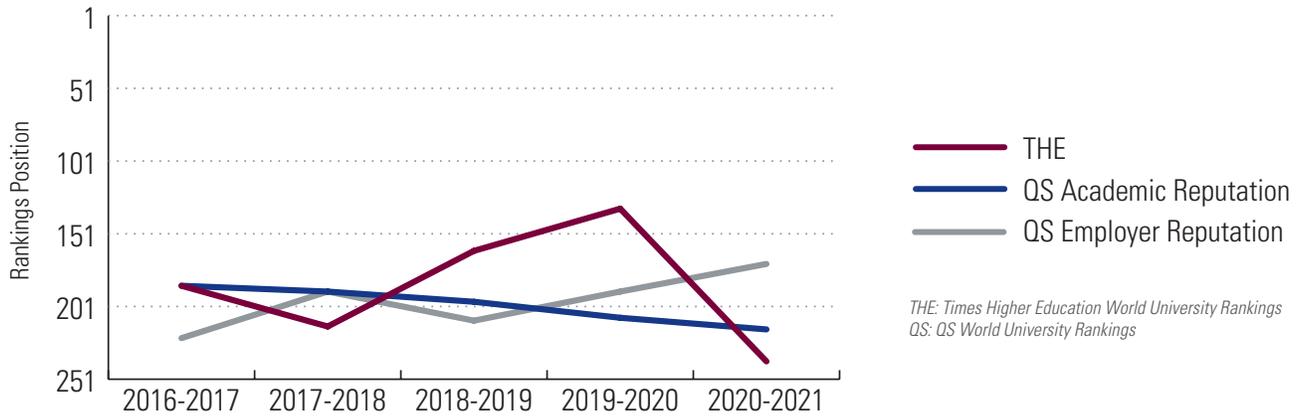
McMaster Rankings



McMaster Rankings in Ontario



McMaster Reputation Rankings



THE Impact Rankings

McMaster ranked 14th in the world in Times Higher Education’s University Impact Ranking. The Ranking was developed to measure institutions’ success in delivering the United Nations’ Sustainable Development Goals (SDGs).

SDG 3 – Good Health and Wellbeing – 4th globally, 1st in Canada



McMaster University, through several programs and global networks, have formed partnerships with local and global institutions to advance human and societal health. Many initiatives and outreach programs involving McMaster students, faculty and/or staff focus on issues including poverty, disease, education to the community, wellness and the environment. Through a variety of wellness programs and services, sexual and mental health support are also available to McMaster students and staff as part of its strategy for good health and wellbeing.

SDG 5 – Gender Equality



McMaster University is highly successful in attracting women students, who in recent years outnumber male students in undergraduate programs. Dedicated to providing increased access to all under-represented groups, access schemes, mentoring, scholarships and targeted support and services are offered to assist them to succeed in their pursuit of higher education and in the workplace.

SDG 8 – Decent Work and Economic Growth – 18th globally, 1st in Canada



The lowest salary for the lowest pay grid for any employee at McMaster University is significantly higher than the advocated living wage for Hamilton, where the University is located. Employees at McMaster University belong to one of many groups, including labour unions and employee associations. Named as one of Canada’s Best Diversity Employer, McMaster’s pay structures are in keeping with principles of pay equity and it is committed to fostering a respectful and inclusive organizational culture, free of discrimination and harassment in the workplace.

SDG 11 – Sustainable Cities and Communities



McMaster is a historic campus located on 350 acres within the city of Hamilton in Ontario, Canada. The campus is part of a trail system and is open to the public 365 days a year. Located on the campus are a wide collection of public art, historic buildings, and botanical collections, which are freely available to the public. Multiple programs exist to encourage student, faculty, staff and visitors to access the campus through sustainable practices.

SDG 17 – Partnership for the Goals – 14th globally, 1st in Canada



McMaster University has actively engaged in policy development, cross-sectoral dialogue and international collaborations and research concerning the SDGs. McMaster’s involvements include student volunteer programs, research programs and the development of educational resources.



McMaster was named one of Hamilton-Niagara's Top Employers for 2020.



Staff

At McMaster, we recognize that our people are our most valuable resource. Our employees are vital contributors to McMaster's renowned culture of creativity, innovation and discovery.

McMaster University offers our staff the opportunity to work alongside leading researchers and our future world leaders, as we help to advance knowledge, find solutions to global challenges and make the world a better place. We provide employees with competitive salaries and benefits that encourage health, well-being and lifelong learning within a work environment that is safe, respectful and inclusive.

McMaster University provides a collaborative work community, where ongoing networking, information sharing and idea development is strongly encouraged. Numerous committees lead annual events which help to promote a positive work atmosphere and build community. Examples include, ConnectMe events, Inspiring from Within Conference, McMaster Children's Party, Holiday Open House, Ice Cream Social, Take your Kids to Work programming, and numerous department sponsored events.

For more information, please visit: www.workingatmcmaster.ca/

As of July 21, 2021, McMaster University had 13,783 employees (excluding McMaster University Faculty, Clinical Faculty and Senior Academic Librarians).

HAMILTON-NIAGARA'S TOP EMPLOYERS FOR 2020

McMaster University was named one of Hamilton-Niagara's Top Employers for 2020. This was the fifth time that McMaster had submitted an application to this rigorous competition. More than 70 staff members from across all areas of the University – administrative, operational, academic – collaborated on our winning submission. Hamilton-Niagara's Top Employers is an annual competition organized by the editors of Canada's Top 100 Employers. This special designation recognizes the Hamilton-Niagara employers that offer exceptional places to work. Employers must complete an extensive application, which includes eight categories: Physical Workplace; Work Atmosphere & Social; Health, Financial & Family Benefits; Vacation & Time Off; Employee Communications; Performance Management; Training & Skills Development; and Community Involvement.

Employee Count, as of July 21, 2021¹

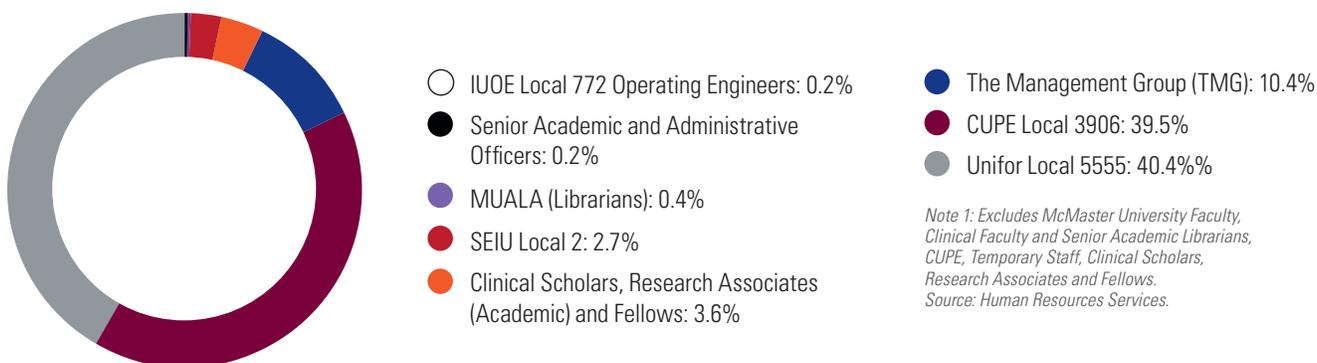
Employee Groups ²	Count
Unifor Local 5555:	3,133
Unit 1: Non-Academic Administrative, Professional and Technical	2,839
Unit 3: Parking & Transit	7
Unit 4: Special Constables	20
Unit 5: Operations & Maintenance and Casual Cleaners	267
CUPE Local 3906:	3,260
Unit 1: Teaching Assistants	2,755
Unit 2: Sessional Faculty and Sessional Music Faculty	327
Unit 3: Postdoctoral Fellows (Non-HSc)	178
IUOE Local 772:	13
Operating Engineers	13
SEIU Local 2:	208
Hospitality Services and PT Satellite	205
Machinists	3
MUALA (Librarians)	32
The Management Group (TMG)	803
Senior Academic and Administrative Officers	19
Senior Academic Officers	4
Senior Administrative Officers	15
Clinical Scholars, Research Associates (Academic) and Fellows	281
Temporary Staff	6,034
Total	13,783

Note 1: Excluding CUPE Local 3906 Unit 1 and Unit 2, which is as of April 16th, 2021.

Note 2: Excludes McMaster University Faculty, Clinical Faculty and Senior Academic Librarians.

Source: Human Resources Services.

Staff Count by Employee Classification, excluding Temporary, as of August 27, 2020



The average age of McMaster employees is 44.6 years. (Excludes McMaster University Faculty, Clinical Faculty and Senior Academic Librarians, CUPE, Temporary Staff, Clinical Scholars, Research Associates and Fellows)

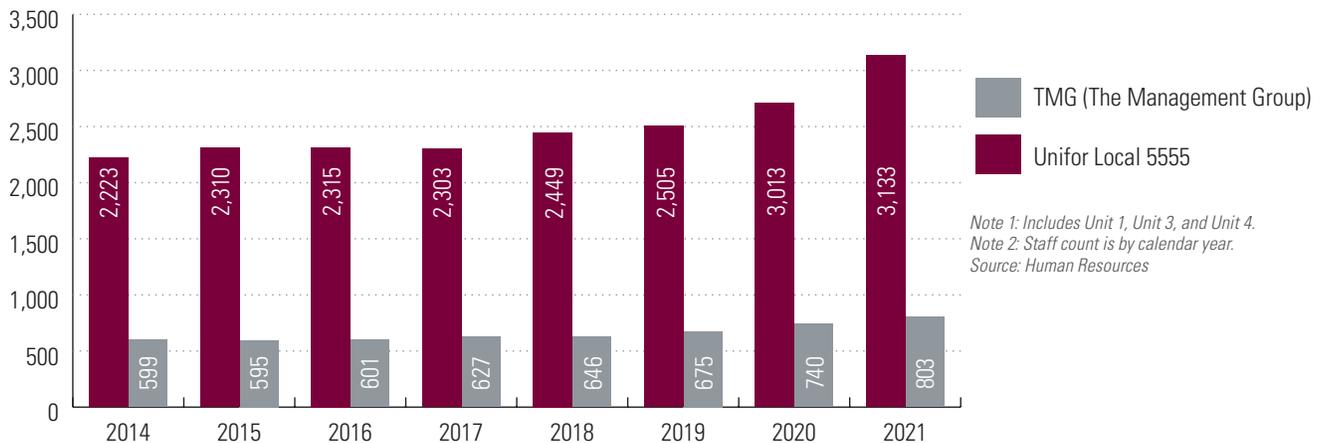
The average years of service of McMaster employees is 10.9. (Excludes McMaster University Faculty, Clinical Faculty and Senior Academic Librarians, CUPE, Temporary Staff, Clinical Scholars, Research Associates and Fellows)

Employee Groups by Years of Service and Age, as of July 21, 2021¹

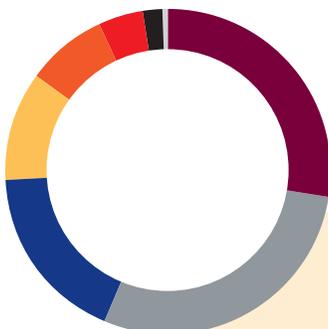
Employee Groups	Average Years of Service	Average Age
Unifor Local 5555:	10.6	44.1
Unit 1: Non-Academic Administrative, Professional and Technical	10.6	43.4
Unit 3: Parking & Transit	5.1	27.9
Unit 4: Security	3.8	39.5
Unit 5: Operations & Maintenance and Casual Cleaners	11.8	51.7
IUOE Local 772:	9.4	49.6
Operating Engineers	9.4	49.6
SEIU Local 2:	9.4	47.1
Hospitality Services and PT Satellite	9.4	47.1
Machinists	8.3	51.0
MUALA (Librarians)	11.4	43.5
The Management Group (TMG)	11.6	45.7
Senior Academic and Administrative Officers	16.3	55.9
Senior Academic Officers	15.5	60.8
Senior Administrative Officers	16.5	54.6
Total	10.8	44.6

Note 1: Excludes McMaster University Faculty, Clinical Faculty and Senior Academic Librarians, CUPE, Temporary Staff, Clinical Scholars, Research Associates and Fellows.
Source: Human Resources Services.

Staffing Complement for Unifor¹ and TMG, July 2014-2021^{2,3}



Employees Attaining Long Service Milestones in 2021



- Ten Years: 113
- Fifteen Years: 118
- Twenty Years: 73
- Twenty-five Years: 44
- Thirty Years: 33
- Thirty-five Years: 18
- Forty years: 8
- Forty-five years: 2

Eight employees attained the 40 year long service milestone in 2021.
44 employees were inducted into the Quarter Century Club in 2021.

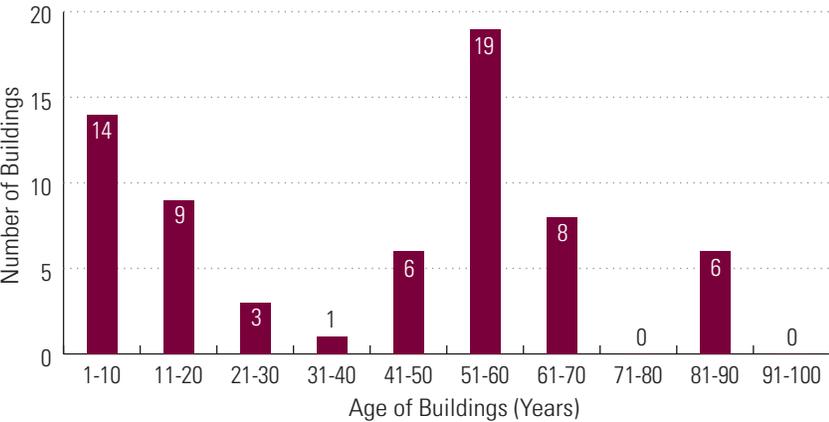


McMaster University has 12 on-campus residence buildings. A total of 3,780 bed spaces are available, with 3,658 spaces reserved for incoming first-year under-graduate students.

Campus Facilities

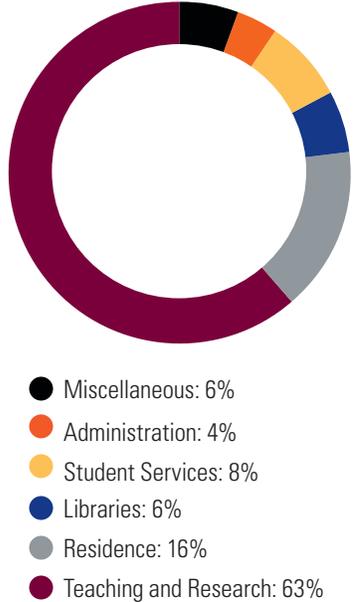
McMaster’s main campus is located near the west end of Lake Ontario and is within a short distance of Cootes Paradise, Bruce Trail, Niagara Escarpment, Waterfront Trail, Royal Botanical Gardens, and Hamilton Conservation Authority. McMaster’s campus encompasses an area that is 152.4 hectares. For more information on McMaster’s space, please visit: facilities.mcmaster.ca/services/

Number of Buildings by Age 2020/2021



Categories included in Teaching and Research: Classroom Facilities, Academic Departmental Offices & Related, Health Science Clinical Facilities, Central Services, Animal Space, Laboratory – Instructional, Laboratory – Research.
 Categories included in Student Services: Recreation/Athletic Space, Food Service, Bookstore and other Merchandising Facilities, Health Service Facilities
 Categories included in Miscellaneous: Plant Maintenance, Assembly & Exhibition Facilities, Common Use & Student Activity, Other University Facilities.
 Source: Facilities Space Database

Assigned Space (Total = 436,909 NASM)



Total gross area of buildings on-campus amounts to 684,402 m².
 McMaster devotes most space to the Teaching and Research category (63%).

McMaster University Significant Facilities

Building Name	NSM ¹	No. of Rooms	Primary Usage	Year ³
Arthur N. Bourns Building	23,319	649	Classroom & Research	1968
A.B.B. North Tower Addition	5,469	127	Research	2019
Alumni House	487	46	Administration	1930
Alumni Memorial Hall	1,071	49	Hospitality	1949
Applied Dynamics Lab	1,773	75	Research	1967
Bates Residence	13,514	2,139	Residence	1971
Bertrand Russel Archives and Research Centre (88 Forsyth Avenue North)	462	33	Archives & Research	2018
Biology Greenhouse	702	34	Research	1967
Brandon Hall	9,206	607	Residence	1968
Campus Services Building	4,519	94	Administration	1968
Charles E. Burke Science Building	15,379	438	Classroom & Research	1953
Chester New Hall	6,913	298	Classroom	1964
Commons Building	4,659	149	Administration & Hospitality	1965
Communications Research Laboratory	2,480	131	Research	1983
David Braley Athletics Centre	12,918	204	Athletics	2007
David Braley Health Sciences Centre	14,197	549	Health Services	2015
DeGroot School of Business	6,855	358	Classroom	1990
Divinity College	3,002	122	Grad Studies	1959
E.T. Clarke Centre	4,618	99	Administration	1954
Edwards Hall	1,930	226	Residence	1929
Engineering Technology Building	12,280	323	Classroom & Research	2009
Gilmour Hall	7,467	297	Administration	1959
General Sciences Building	4,778	224	Classroom & Research	1962
H. G. Thode Library of Science & Engineering	7,752	97	Library	1976
Halton Family Health Centre - Burlington	791	57	Health Services	2014
Hamilton Hall	3,758	160	Classroom	1929
Health Sciences Centre ²	48,982	1,244	Health Services	1972
Hedden Hall	8,327	504	Residence	1989
Information Technology Building	10,311	288	Classroom & Research	1955
Institute for Applied Health Sciences ²	8,914	241	Classroom	2000
Ivor Wynne Centre	17,597	407	Athletics & Research	1964
John Hodgins Engineering Building	22,851	694	Classroom & Research	1958
Kenneth Taylor Hall	10,028	450	Classroom	1971
Les Prince Hall	8,239	634	Residence	2006
L.R. Wilson Hall	15,026	487	Classroom & Research	2016
Life Sciences Building	8,769	320	Classroom & Research	1970
M.G.D. Centre for Learning and Discovery	24,976	585	Classroom & Research	2004
Mary E. Keyes Residence	11,252	1,086	Residence	2002
Matthews Hall	4,867	310	Residence	1964
McKay Hall	6,003	328	Residence	1964
McMaster University Student Centre	12,388	364	Hospitality	2002
Mills Memorial Library	19,620	435	Art Gallery/Library	1950
MIP – Atrium Building ²	5,413	24	Laboratory & Conference	2009

McMaster University Significant Facilities (continued)

Building Name	NSM ¹	No. of Rooms	Primary Usage	Year ³
MIP – McMaster Automotive Resource Centre	5,143	99	Research	2013
Moulton Hall	4,807	261	Residence	1959
Nuclear Reactor	1,648	56	Research	1957
Nuclear Research Building	5,020	262	Research	1950
One James North - Downtown Hamilton ²	4,430	204	Classroom & Administration	2015
Peter George Centre for Living and Learning	25,734	1,141	Classroom & Administration	2019
Preliminary Laboratory (T13)	2,015	45	Classroom	1967
Psychology Building	8,098	392	Classroom & Research	1970
Refectory	1,516	92	Hospitality	1929
Ron Joyce Centre, Burlington	7,978	264	Grad Studies	2010
Ron Joyce Stadium	3,719	90	Athletics	2008
Scourge Building (TB26)	184	8	Administration	1989
Tandem Accelerator	2,827	96	Research	1966
Togo Salmon Hall	11,654	423	Classroom	1965
University Hall	3,669	187	Administration	1929
Wallingford Hall	1,835	177	Residence	1929
Whidden Hall	5,594	297	Residence	1959
Woodstock Hall	5,039	309	Residence	1968
Temporary Portables (T32)	500	14	Classroom	2013
Temporary Portables (McMaster's Children's Centre T33)	631	25	Daycare	2013
Temporary Portables (T34)	425	10	Classroom	2018

Note 1: NSM=Net Square Metres
 Note 2: McMaster space in shared building.

Note 3: Year of construction or completion of major renovation of purchased or leased buildings.
 Source: Space Database

The approved Campus Accessibility Action Plan (CAAP) now invests \$337,000 annually for accessibility-related improvements to McMaster buildings. The CAAP Phase 1 ran from 2012-2013 through to 2016-2017. Phase 2 of CAAP (2018-2023) is underway.

- The Departments of Engineering, Science, and Health Sciences, along with the Canadian Centre for Electron Microscopy are renovating existing space within the basement of the Arthur Bourns Building (ABB) which will create two new distinct labs, CCEM and CALM. The CCEM lab space will be designed for a new ultrahigh resolution transmission electron microscope complete with adjoining control room and equipment service room. The CALM lab space will be a new Optical Microscopy BSL2 facility with an adjoining anti-chamber office. The estimated project total is \$3.86 million.
- In partnership with Knightstone Capital, a new Graduate Residence will support student recruitment and retention and will also further enhance the student experience at McMaster. A total of 630 new graduate student beds and 265 parking spaces will be housed in a 30-storey building located in downtown Hamilton. This project's integrated parking structure has been designed to meet the needs of the building and provide public parking in the downtown core.
- In March of 2017, students voted in a referendum to have a significant expansion and improvement of campus activity and athletic recreation space, including adding nearly 100,000 square feet of fitness studios, study areas, multi-faith prayer space and meeting facilities. The plan calls for the expansion of the Pulse fitness area, providing all students with Pulse memberships, a small grocery store and rooms for events and meetings. The expanded facilities will contribute the revitalization of the north end of campus, which is also the site of the Peter George Living and Learning Centre.
- At the March 7, 2019 meeting of the Board of Governors, the Board approved a \$2 million allocation per year, from the McMaster Strategic Reserve, beginning in 2018/19 for a five-year period, or up to a total commitment of \$10 million, for classroom renovations. The Classroom Renovation Committee, chaired by the Assistant Vice-President and Chief Facilities Officer, recommended the complete renovation of Burke Sciences Building room 147 in the summer of 2021 along with upgrades to classrooms in John Hodgins Engineering.

McMaster University has over 213,000 alumni around the world, as of July 2021.



Alumni

McMaster's alumni numbers continue to grow at a steady rate, and the overall demographic makeup is also changing, with graduates within the last 15 years comprising the largest group. They are tech-savvy and transient – both of which require new and innovative approaches to alumni programming and engagement. More than 6000 graduates join our alumni community each year.

For more information McMaster alumni, please visit: alumni.os.mcmaster.ca/s/1439/start.aspx

Total Number of Alumni ¹ , as of May 15, 2021			
Faculty/Area	Active Alumni ²	Total Living Alumni	Total Alumni
Arts & Science	1,383	1,659	1,926
Business	14,868	18,631	22,465
Continuing Education	5,503	5,994	7,636
Divinity	622	764	1,383
Engineering	18,232	22,467	25,164
Health Sciences	19,643	22,880	26,121
Humanities	16,505	21,193	30,078
Science	29,206	35,524	44,154
Social Sciences	29,795	37,337	51,781
Other ³	135	200	2,484
Total	135,892	166,649	213,192

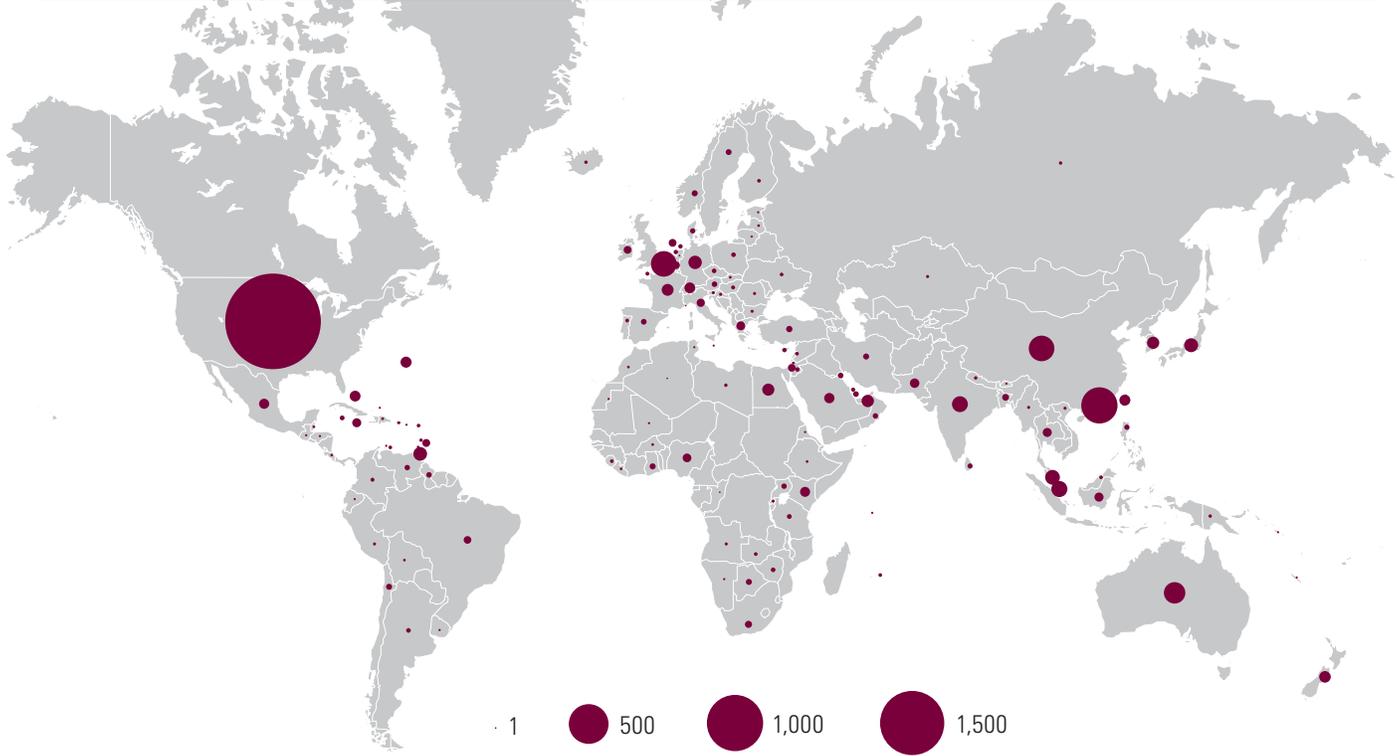
Note 1: Living Alumni includes lost and removed by request

Note 2: Active Alumni means known contact information.

Note 3: Faculty or program of graduation is unknown.

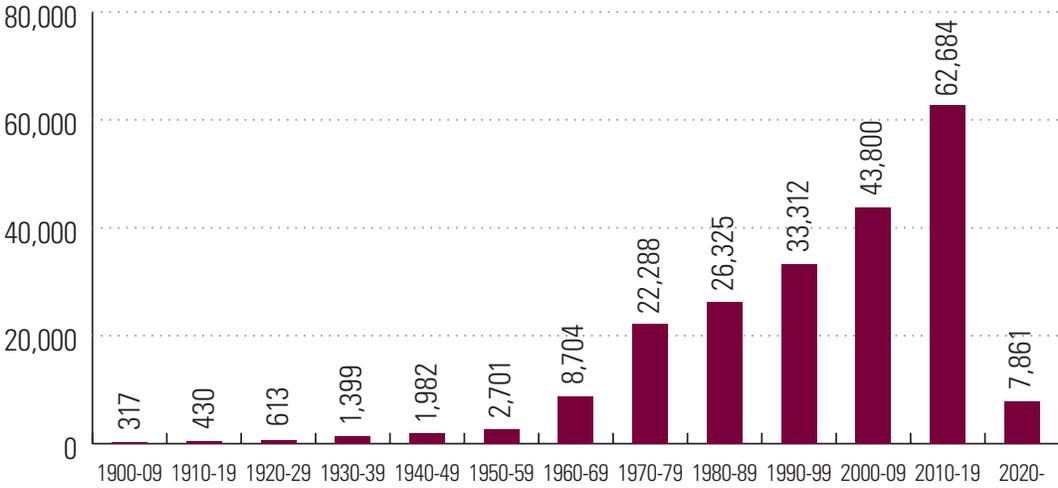
Source: University Advancement

Active International Alumni Residence by Country, as of July 2021



The Alumni mission is to support McMaster by involving alumni, recognizing alumni achievements, providing services and benefits to alumni, communicating with alumni, and involving current students.

Number of Graduates by Decade



50%
of alumni have graduated in the past 20 years

Active International Alumni Residence by Country, as of July 2021

Country	Alumni	Country	Alumni	Country	Alumni	Country	Alumni
Afghanistan	2	England	532	Lithuania	1	Seychelles	1
Angola	5	Estonia	4	Macau	14	Sierra Leone	5
Antigua	5	Ethiopia	1	Malaysia	133	Singapore	169
Argentina	10	Falkland Islands	6	Malta	1	Slovak Republic	3
Aruba	1	Finland	82	Mauritius	5	Slovenia	3
Australia	309	France	113	Mexico	64	Solomon Islands	1
Austria	16	Germany	1	Morocco	4	South Africa	24
Azerbaijan	1	Guam	16	Nepal	3	South Korea	103
Bahamas	63	Ghana	10	Netherlands Antilles	7	Spain	18
Bahrain	7	Grand-Duche Du Luxembourg	46	Netherlands	35	Sri Lanka	10
Bangladesh	25	Greece	2	New Zealand	82	St. Lucia	4
Barbados	33	Grenada	15	Nigeria	44	Sweden	22
Belgium	37	Guatemala	7	Northern Ireland	17	Switzerland	64
Belize	2	Guyana	1	Norway	19	Taipei	1
Bermuda	69	Holland	840	Oman	14	Taiwan	65
Bhutan	1	Honduras	7	Pakistan	57	Tanzania	11
Bolivia	2	Hong Kong	4	Palestine	2	Thailand	48
Botswana	20	Hungary	213	Papua New Guinea	4	Trinidad & Tobago	100
Brazil	30	Iceland	41	People's Republic of China	574	Tunisia	1
British Indian Ocean Territories	1	India	20	Peru	4	Turkey	25
Brunei	5	Indonesia	1	Philippines	15	Turks and Caicos Islands	1
Bulgaria	3	Iran	30	Poland	10	Uganda	14
Burkina Faso	2	Isle-Man	39	Portugal	4	Ukraine	5
Burma	3	Israel	1	Puerto Rico	2	United Arab Emirates	120
Cayman Islands	14	Italy	42	Qatar	25	United States of America	6,756
Channel Islands	6	Jamaica	124	Republic of Croatia	3	Uruguay	1
Chile	19	Japan	10	Republic of Ireland	34	Venezuela	12
Colombia	13	Jordan	3	Republic of Korea	12	Vietnam	9
Costa Rica	3	Kazakhstan	56	Romania	4	Wales	12
Cyprus	8	Kenya	15	Russia	9	Western Sahara	1
Czech Republic	6	Kuwait	3	Rwanda	3	Zambia	6
Denmark	13	Latvia	6	Saint Kitts & Nevis	1	Zimbabwe	9
Dominican Republic	2	Lebanon	2	Saudi Arabia	94	Zambia	6
Ecuador	1	Liberia	5	Scotland	57	Zimbabwe	9
Egypt	92	Libya	2	Serbia/Montenegro	7	Total	12,117

Source: University Advancement

Notable Alumni

Nobel Laureate in Economic Sciences

Myron Scholes

Nobel Prize in Physics

Donna Strickland

Rhodes Scholars

Karen Bakker	John Baldwin
Ralph Bellamy	Sheiry Dhillon
Ralph Freeman	Dr. Maureen Hogan
Eric Hoskins	H. Allan Leal
Morden Long	Bert MacKinnon
James H. Taylor	George Rawlyk
Christopher Philip Rose	

Distinguished Alumni Award Recipients

Salehuddin Ahmed	Richard Bader
Brian Bloom	Leonard Blum
Harold Brathwaite	Martyn Burke
Jan Christilaw	Gordon Clark
Margaret Clark	Douglas Coleman
Patricia Demers	Russell Donnelly
Marianne Ferber	Jaffrey Firestone
Jack Gauldie	Norman Glendenning
William Grant	Martin Green
Anthony Griffiths	Calvin Harley
Marjorie Harris	John Hartman
Paul Hoffman	Eric Hoskins
Maysa Jalbout	Charles Johnston
Chil-Yong Kang	Murray Lang
J. Barry Lord	Kevin Lynch
Anne Martin-Matthews	Les McLean
John Mighton	Roger Mitchell
Heath Munroe-Blum	Samantha Nutt
Howard Petch	Edward Pickering
Gary Purdy	Norman Ryder
William Shaw	Rajendra Singh
John Thomas	Clifford Will
Cecil Yip	Junsen Zhang

Order of Canada

Lincoln Alexander	Andrew Bandrauk
L. Ross C. Barclay	Gregory Baum
Mohit Bhandari	Harry Black
Darleen Bogart	Roberta Bondar
Peter Calamai	Neena Chappel
Jan Christilaw	Deborah Cook
Gary Dault	Patricia Demers
Thomas Dignan	Alba DiCenso
Laura Dodson	Howard Engle
Arthur Fogel	R. Roy Forster
Jack Gauldie	Meric Gertler
Allan Gillmore	Frank Hawthorne
Clyde Hertzman	Eric Hoskins
Virendra Jha	Harold Johns
Kenneth Kernaghan	Bartha Knoppers
Roslyn Kunin	Mary Law
Eugene Levy	Kevin Lynch
Margaret Lyons	Harriet MacMillan
Patricia Mandy	Anne Martin-Matthews
John Mighton	Heather Munroe-Blum
Samantha Nutt	Jack Pelech
Michael Phillips	Dorothy Pringle
Ivan Reitman	Martin Short
Peter Smith	Richard Splane
Arthur Slutsky	Mary Anne White
Lynn Williams	Red Wilson



Source: University Advancement



Donations and Gifts

Supporting the pursuit of knowledge by expanding and stewarding private and public support – through a comprehensive range of development programs for donors, that achieve an annual goal of \$55 million in revenue.

Development activity at McMaster supports the strategic priorities set by the University by building meaningful relationships with donors and delivering financial results to the institution.

For more information on donations and gifts, please visit: alumni.os.mcmaster.ca/s/1439/start.aspx

Total Private Revenue, 2020

Goal: \$55 million

NEW GIFTS AND PLEDGES: **\$49,110,626**

FUTURE GIFTS: **\$11,795,868**

OTHER REVENUE: **\$4,015,264**

PRIVATE RESEARCH GRANTS: **\$32,824,183**

2020 Total:
\$97,745,941

RETURN ON INVESTMENT:

\$12.40 (\$25.73 in 2019)

(for every dollar spent on philanthropic activity,
\$12.40 was returned to the University)

COST PER DOLLAR RAISED:

\$0.08 (\$0.04 in 2019)

(expenses related to philanthropic activity
divided by total private revenue)

Source: University Advancement



The University finished the 2019/20 year with an audited surplus of \$92.1 million.

Finance

The University finished the 2020/21 year with a \$232.0 million surplus (2019/20 - \$92.1 million). The increase in surplus over the prior year was driven by an extraordinary 26.1% investment gain, increases in both domestic and international enrolment, lower expenses due to COVID-19-related restrictions, offset by significantly lower ancillary sales due to the full-year campus closure.

Included within the consolidated results is an operating fund surplus of \$2.2 million (2019/20 - \$28.9 million). The surplus relates to growth in revenue due to increased enrolment and tuition rate increases. Other income and expenses were both lower due to COVID-19 restrictions. The operating surplus is net of a \$30 million one-time permanent allocation to the capital fund for future projects.

For more information on finance, please visit: <https://financial-affairs.mcmaster.ca/>

- Growth from international enrolment and other sources is a key focus as a result of frozen grant funding. Domestic enrolment exceeded targets in 2020/21 as increased offers were made in anticipation of greater deferrals, which did not occur.
- Faculty and staff are key to achieving McMaster's mission and represent 64.9% of total expenditures. Pension and other non-pension costs continue to be significant financial risk and are subject to ongoing strategic planning. At April 30, 2021, the pension plan had a surplus of \$117.4 million as a result of the increase in value of plan assets, and the non-pension post-retirement benefit plan had a deficit of \$287.3 million.
- Excess revenues over expenditures are a result of McMaster's prudent approach to budgeting and financial planning and maintain a strong credit rating of AA from both Standard and Poors and DBRS.
- Operating reserves are predominantly held by academic envelopes for strategic initiatives. Provisions for settlement of future pension and other post-employment benefits limit the availability of reserves for current spending.
- McMaster is committed to early adoption of the recommendations of the Task Force on Climate-related Financial Disclosures across all invested portfolios totalling over \$1 billion in assets. Phase 2 adoption has been completed for the Investment Pool, and Phase 1 adoption completed for the Pension Trust.
- The extraordinary investment gain affected both the increase in total assets, which grew by 14.3% with the higher investment value, and a 11.4% decline in liabilities due to a decrease in employee future benefit liabilities. Capital spending continued at a slower pace due to delays associated with COVID-19.
- University demand remains high and growing in parallel with global rankings. Projects are underway to keep McMaster a technologically suitable and sustainable place to study, as well as global benchmarking to understand cost structures and identify further service opportunities.



Year ended April 30, 2021 with comparative figures for 2020* (\$ millions)

Statement of Operations - Audited**	2021	2020	% change
Revenues	1,300.7	1,161.0	12.0%
Expenses	1,068.7	1,068.9	0.0%
Excess of revenues over expenses	232.0	92.1	151.9%

Statement of Financial Position - Audited**	2021	2020	% change
Assets	3,357.4	2,937.3	14.3%
Liabilities	1,552.7	1,751.9	-11.4%
Net Assets	1,804.7	1,185.4	52.2%

Operating Fund - Unaudited	2021	2020	% change
Sources of revenue	778.3	732.1	6.3%
Net expenditures and transfers	776.1	703.2	10.4%
Net surplus	2.2	28.9	-92.4%

Reconciliation of Operating Fund Results to Audited Statement of Operations above*	2021	2020	% change
Operating Fund net surplus	2.2	28.9	-92.4%
Accrual Adjustments:			
Capital expenditures net of amortization	37.8	30.2	25.2%
Investment income (loss) on internal endowments	30.5	(9.1)	435.2%
Pension and non-pension adjustments	72.1	30.5	136.4%
Other accounting adjustments	89.4	11.4	684.2%
Excess of revenues over expenses per audited financial statements	232.0	91.9	152.4%

** Audited Statement of Operations and Statement of Financial Position are prepared on a full accrual basis in accordance with Canadian accounting standards for not-for-profit organizations and includes activities of all funds.

Audited Financial Statements are available at: <https://financial-affairs.mcmaster.ca/resources/>

Fact Book Definitions and Glossary

AUTM	Association of University Technology Managers
CAUBO	Canadian Association of University Business Officers
CGPSS	Canadian Graduate and Professional Student Survey
CIHR	Canadian Institute of Health Research
CIS	Canadian Interuniversity Sport
CSRDE	Consortium for Student Retention Data Exchange
CUDO	Common University Data Ontario
Degrees awarded	Refers to total degrees conferred at annual June and November convocations.
Fiscal Full-time Equivalent (FFTE)	Based on the undergraduate student unit load as a proportion of the <i>Normal</i> unit load for that specific academic year within a program. The <i>Normal</i> load is determined by the “Required Units” specified in the University Calendar.
Full-time Equivalent (FTE)	Full-time graduate headcount enrolment plus a full-time equivalent of part-time graduate enrolment (0.3 times part-time headcount).
Full-time Undergraduate Students	Students who, for academic purposes, are registered in at least 9 units in a term, including extra courses.
G6:	The Ontario universities that are part of the U15.
Graduate Students	Students enrolled in a program of study leading to a graduate degree, certificate or diploma. Also included are those students enrolled in graduate courses but not seeking a graduate degree, certificate or diploma.
Headcount	Represents the number of students enrolled at the University.
International Students	Students studying at the University on a study permit.
MTCU	Ministry of Training, Colleges and Universities
NASM	Net Assignable Square Metres
NSERC	Natural Sciences and Engineering Research Council of Canada
NSM	Net Square Metres
NSSE	National Survey of Student Engagement
OSAP	Ontario Student Assistance Program
OUA	Ontario University Athletics
OUAC	Ontario Universities’ Application Centre
OUGS	Ontario University Graduate Survey
Part-time Undergraduate Students	Students who, for academic purposes, are registered in fewer than 9 units in a term, including extra courses.
SSHRC	Social Sciences and Humanities Research Council of Canada
Tri-Agencies	Body of external experts on research ethics established by CIHR, NSERC and SSHRC.
U15	Association of 15 Canadian public research universities.
Undergraduate Students	Students enrolled in a program of study leading to a bachelor’s degree or to the degree Doctor of Medicine. Also included are those students enrolled in undergraduate courses but not seeking an undergraduate degree.
Units	Refer to the number of credits associated with a course. Three-unit courses are usually one term in length. Six-unit courses are usually two terms in length.
USFC	University Student Fees Committee

For faculty appointment types, please refer to McMaster University Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012), found at:

http://www.mcmaster.ca/policy/faculty/Appointments/Tenure_and_Promotion_January%202012.pdf

INSTITUTIONAL RESEARCH AND ANALYSIS

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