



Memorandum

Deputy Provost (Student Life and Learning)

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TO: Senate

FROM: Morton J. Mendelson, Deputy Provost (Student Life and Learning)

SUBJECT: Annual Report of the Committee on Enrolment and Student Affairs 2009-2010

DATE: December 8, 2010

DOCUMENT #: D10-31

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE: Presentation of the annual report of the Committee on Enrolment and Student Affairs 2009-2010 and of plans and priorities for 2010-2011.

BACKGROUND & RATIONALE: The Committee on Enrolment and Student Affairs' terms of reference require that it report annually to Senate. The report attached in Appendix A is presented for information.

CESA will continue to address issues pertaining to admissions, the academic calendar, academic integrity, and scholarships and student aid. Nine meetings are scheduled for the 2010-11 academic year; four in the fall term and five in the winter.

MOTION OR RESOLUTION FOR APPROVAL: N/A

PRIOR CONSULTATION: N/A

NEXT STEPS: N/A

APPENDICES: Appendix A - Committee on Enrolment and Student Affairs Annual Report 2009-2010
Appendix B – Report on Scholarships and Student Aid
Appendix C – Appendices to the Report on Scholarships and Student Aid



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Committee on Enrolment and Student Affairs (CESA)
2009-2010 Annual Report

Terms of reference:

1. The Committee shall review and recommend to Senate:
 - a. policies as they affect course timetabling, student records, and student affairs in general;
 - b. principles regarding sessional dates and specific sessional dates for all faculties and for the Centre for Continuing Education, including the beginning and end of the session, holidays, and examinations.

2. The Committee shall review and recommend to Senate, where appropriate in collaboration with the faculties and Academic Policy Committee:
 - a. policies related to academic integrity;
 - b. policies related to student advising and orientation.

3. The Committee shall review and approve in the name of Senate:
 - a. new awards and changes in the conditions of existing awards made by the University to its students; awards include scholarships, fellowships, prizes, medals, bursaries, loans, and the work-study program;
 - b. the admissions standards and policies of the University.

4. The Committee shall report annually to Senate about:
 - a. policy recommendations;
 - b. actions taken in the name of Senate;
 - c. awards and financial aid provided to McGill students.

5. The Committee shall strike a subcommittee with the Dean of Students as Chair that would make recommendations regarding procedures for review of admissions decisions and, as needed, review the application of such procedures in individual cases. The subcommittee shall report annually to the Committee.

6. The Committee shall meet at least three times during the academic year.

Approved by Senate on May 20, 2009

Composition (approved by Senate, 20 May 2009)

Deputy-Provost (Student Life and Learning), Chair

Associate Provost (Graduate Education) or delegate

Dean of Students or delegate

Three (3) delegates of Deans from among the large faculties

One (1) delegate of a Dean from among the small faculties

One (1) representative of Senate from the administrative and support staff

Three (3) representatives of Senate from the academic staff

One (1) representative named by the Alumni Association

Two (2) undergraduate student representatives

One (1) graduate student representative

One (1) student representative of Macdonald Campus

Secretary

2009-2010 membership

Ex-officio:

Morton J. Mendelson	Deputy-Provost (Student Life and Learning) - Chair
Fabrice Labeau	Associate Provost (Graduate Education) delegate
Jane Everett	Dean of Students

Delegates of Deans from among the large faculties:

Michael Fronda	Arts
Subhasis Ghoshal	Engineering
Joyce Pickering	Medicine

Delegate of a Dean from among the small faculties:

David Lametti	Law
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Representative of Senate from the administrative and support staff

Kathryn Peterson	Science
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Representatives of Senate from the academic staff

Steven Jordan	Education
David Wolfson	Science
Kyoko Hashimoto	Music

Representative of the Alumni Association

Cynthia Price	
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Student representatives:

Rebecca Dooley	Undergraduate student, SSMU
Andrew Ling	Undergraduate student, SSMU
Nabil Saliba	Graduate student, PGSS
Matthew von Bornhoft	Undergraduate student, Macdonald Campus

Secretary to the Committee:

Philip J. Smith	Academic Planning Officer, Office of the Deputy Provost
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Report on CESA activities, 2009-2010

The Committee met on 6 occasions with the following issues being addressed:

1. Reviewed and recommended to Senate:

1.1 Policies as they affect course timetabling, student records, and student affairs in general

- a) The Committee considered a draft proposal for a University Student Assessment Policy, to replace the current University Examination Regulations. This document was discussed by the Deans in May 2009 and September 2010, and will be revised for presentation to APC during the Fall 2010 term.
- b) The issue of a student leaves of absence policy was discussed, and the Committee will consider recommendations on the matter from the Subcommittee on Student Affairs Policies during 2010-11.

1.2 Principles regarding sessional dates and specific sessional dates for all faculties and for the Centre for Continuing Education, including the beginning and end of the session, holidays, and examinations

- a) Approved the Calendar of Dates for 2011-2012.
- b) The suggestion to shorten the term, which was raised by SSMU, was considered by CESA. The Committee recognized that wide-spread consultation was necessary, if any significant change were to be made to the structure of the University calendar of dates, so the Committee mandated a Work Group to investigate the issue and make initial recommendations, after consultation with the Deans, in Fall 2010.

2. Review and recommended to Senate in collaboration with the faculties and APC:

2.1 Policies related to academic integrity

The Committee received the report by the Subcommittee on Academic Integrity that reviewed the use of Text-Matching software at McGill, agreed that this report satisfied the requirements originally set forth for it by the Committee on Student Affairs. This was reported to Senate at its meeting on April 28, 2010.

2.2 Policies related to student advising and orientation

No policy recommendations were made.

3 Reviewed and approved in the name of Senate:

3.1 New awards and changes in the conditions of existing awards made by the University to its students; awards include scholarships, fellowships, prizes, medals, bursaries, loans, and the work-study program.

The following table provides a brief summary of the activities of CESA, with regard to new and revised awards for the year 2009-2010.

New template awards approved:	81
New Non-Template awards approved:	14
Revisions to Template awards:	165

3.2 The admissions standards and policies of the University

- a) Approved the recognition of the Alexander von Humboldt German International School's Abitur as equivalent to all other Abiturs.
- b) Approved recognition of the Cambridge Pre-University program as a valid admissions credential
- c) Voted to maintain the Global CRC score for CEGEP students as an admission requirement, rather than a more targeted CRC score
- d) Approved a change in the admissions standards regarding mathematics and science courses for Ontario high school students applying to the Faculty of Engineering, School of Nursing, and the Department of Kinesiology

4 Report annually to Senate about:

4.1 Policy recommendations

No policy recommendations were made.

4.2 Actions taken in the name of Senate

No actions were taken in the name of Senate, besides the ones reported above.

4.3 Awards and financial aid provided to McGill students

Please see Appendix A.

5 Subcommittee on Admissions Review:

The Subcommittee on Admissions Review did not meet during 2009-2010.

Plans for 2010-2011

In addition to the regular business of the committee, CESA will continue to work on the following items:

- Completing the University Student Assessment policy
- Continuing the investigation of changes to the term
- Developing a student Leave of absence policy

The following CESA work groups are currently active:

- Work Group on Examinations Regulations
- Work Group on the Academic Calendar of Dates

CESA has 9 meetings scheduled for the 2010-2011 academic year.

17 November 2010

Appendix B
Report on Scholarships and Student Aid¹
Morton J. Mendelson²
Deputy Provost (Student Life and Learning)
November 22, 2010

Overview

The scholarships and student-aid programs are intended to achieve the following:

- Increase McGill's attractiveness as a destination university for academically high-achieving undergraduate students, as evidenced by an increase in yield.
- Ensure that no candidate offered admission to McGill need turn down that offer for lack of financial assistance.
- Support students with demonstrated financial need, with the goal of improving retention, time to completion, and academic performance.
- Use funds to support objectives of our Strategic Enrolment Management Plan, which will be brought to Senate early in 2011 for discussion.

The University has recently made progress in attaining these goals:

- The volume of funds for scholarships and student aid administered in 2009-10 by the Scholarships and Student Aid Office (SSAO) was almost \$75M, representing an increase of 37% since 2002-03 (Appendix 1), with an increase of over 202% in bursaries over the same time period.
- The objectives of attracting and supporting top graduate and undergraduate students from around the world have significantly shaped Campaign McGill, which has adopted a fundraising goal of \$225.7 million for these purposes and has raised 83.5% of that goal in 75% of the Campaign's timeline.
- McGill's Entrance Bursary Program is fully phased in.
- Priority has been given to entrance scholarships, rather than in-course awards, resulting in the reallocation of resources.
- Changes in the entrance scholarship program were followed by increased yield of high-achieving applicants in some cohorts.
- Tuition increases have been accompanied by an increase in the allocation to need-based aid of 30% of the net revenue derived from tuition increases.

¹ This report covers merit and need-based student aid for undergraduates, but only need-based aid for graduate students. For information, Appendix 4 provides information on fellowships administered by the Graduate and Postdoctoral Studies Office for graduate students.

² This report was a collaborative effort between the Scholarships and Student Aid Office, the Office of the Deputy Provost Student Life and Learning, and Enrolment Services.

Over the past 5 years, we have witnessed substantial increases in financial resources for need-based aid, and new programs have been developed to support the objectives set out in the *Final Report of the Principal's Task Force on Student Life and Learning*³:

The University should take measures to secure the resources necessary to offer sufficient assistance to undergraduate and professional students over the course of their program so that no candidate offered admission to McGill need turn down that offer for lack of financial assistance.

We are very proud that for the sixth year in a row, Maclean's magazine has ranked McGill University first in its class in its annual issue devoted to Canadian universities. This year, McGill also ranked first among medical-doctoral universities in the proportion of operating budget devoted to scholarships and bursaries. McGill had ranked first in the category in 2006, but we fell to second in 2007 and ranked only third in 2008 and 2009. Although we seem to be doing relatively well in this regard, it must be noted that we rank 10th in our operating budget per student, so there is still work to be done.

Our goals are ambitious, but our progress to date has been remarkable: the volume of funds for scholarships and student aid administered in 2009-10 by the Scholarships and Student Aid Office (SSAO) is almost \$75M, which represents an increase of 37% since 2002-03 (Appendix 1). This growth is projected to continue, thanks in no small measure to Campaign McGill. As of the end of the second quarter of this year, close to \$188.5 million has been raised for student support:

Table 1
Campaign McGill Fundraising Achievements towards Student Support
(June 1, 2004, to October 31, 2010)

Type of Support	\$ Goal	\$ Raised to Date	% to Date
Undergraduate Support	\$107,935,870	\$78,449,529	72.7%
Graduate Support	\$109,794,130	\$100,264,356	91.3%
Other Support <i>(i.e., not designated)</i>	\$8,000,000	\$9,737,050	121.7%
Total to date	\$225,730,000	\$188,450,935	83.5%

In setting the goal to raise \$225.7 million for student support by the end of 2012, the Campaign also embraced the strategic goal to attract and support top graduate, undergraduate, and professional students from around the world. The benefits of the Campaign will further enhance the stable base of student funding at McGill, because 79% of the funds raised to date have been endowed; 384 new named student award funds, exclusive of research bursaries or internships, have been established since the start of the Campaign in June 2004: 31 athletic awards; 70 bursaries; 193 scholarships and prizes; and 90 fellowships.

A review of priorities within the scholarship program led to a redistribution of funds to give priority to entrance scholarships over in-course awards. Entrance scholarships are designed to affect the yield of highly qualified students, which is one of our important strategic objectives. The spending of our endowment funds in both the student-aid and scholarships programs has increased, with over 95% of the available funds spent in 2009-10. Although some scholarships or bursaries have gone unspent, largely because of restrictions in the terms of the awards, concerted efforts are underway to address this problem.

³ <http://www.mcgill.ca/files/principal/Executive-Summary.pdf>

Need-based Support

The SSAO administers several programs to assist students in need: entrance and in-course bursaries; student loans, which are interest-free while students are registered at McGill; and Work Study. These programs are available to all full-time degree-seeking students. In addition, the SSAO provides many other services to help students plan their finances and manage their money. The SSAO provides individualized support and can respond to the many financial challenges faced by our students.

Bursaries

Since 2002-03, overall bursary spending has increased by 202% (\$1.851M to \$5.585M). In 2003, the University began supplementing endowment income targeted for needy students with revenue derived from increased international tuition (Appendix 2). The years of 2003-2006 represented a transition period, as programming evolved to distribute student aid to both attract and retain deserving students. The University is committed to allocating 30% of the net revenue derived from tuition increases to student aid. With the additional revenue from increases in tuition across the board and in specific deregulated programs, the Entrance Bursary Program, which was launched in 2005-06, could be ramped up.

The program, designed to provide need-based aid at admission, had to be phased in, because new students, who would likely require support for the duration of their studies, represented multi-year demands on the program. Indeed, the value of bursary renewals in subsequent years of study often exceeds the value of the offer at entrance, because of students' increasing need. While the program was being built, excess revenue was used to provide graduate student support. The Entrance Bursary Program is unique in Canada, because McGill is one of the few universities, if not the only one, to make available need-based aid to all accepted undergraduates regardless of geographic origin and citizenship. Indeed, support is delivered to students hailing from more than 50 countries.

Nonetheless, we still do not have the resources to meet all student need, but our system is open to all. The level of spending and the number of first-year students helped by the Entrance Bursary Program has remained consistent over the past 4 years (Appendix 1), but in-course students have been provided continued support through bursary renewals as they progress through their programs, which accounts for the increase in money distributed in this program. Graduate students continue to receive a proportionately small percentage of our need-based bursaries (6% in 2009-10).

We are very pleased to acknowledge the Student Society of McGill University for their continuing support of needy students through the *SSMU Access Bursary Fund*. This student-initiated endeavor is a wonderful example of students helping students.

McGill Loans

Loans continue to be a useful form of assistance both for bridge funding as well as for students who are not indebted through government student loans. As seen in Appendix 1, spending levels have increased 12.5% since 2003, but have benefitted 23.7% fewer students, reflecting the priority given to non-repayable assistance.

Work Study

Work study provides students with valuable opportunities to learn new skills in a formal work environment. The funding is leveraged, because each dollar spent on Work Study is matched by the unit employing the student. Work Study spending has increased marginally since 2002-03.

Appendix 3 provides information about the number of jobs available for Work Study and the number of students involved in the program. Students must qualify for student aid to be eligible for Work Study, and, on average, about 67% of applicants qualify. Of those who do, many never actually apply for the available positions, while others hold down two positions that provide sufficient income and fit their academic schedules. In addition, Quebec students are more likely than others to find work off campus,

because of French-language requirements in the workforce. Regardless of the numbers, Work Study is well appreciated by employers and students.

However, the program carries a non-financial cost: students can work for up to 15 hours per week, which can detract from their studies. Since students who seek Work Study positions are likely to be the financially most challenged, one of our objectives has been to use funds, where possible, to support bursaries, which require no work. Students can then receive the money they need without being distracted from their studies. It must be acknowledged, however, that bursaries are not leveraged by other contributions, so overall less money is transferred to students through a bursary program than through Work Study.

Government Student Aid

The number of government aid recipients has increased over the past decade due to increased student enrolment at the University (Appendix 1); however, the percentage of aid recipients has remained stable, in the range of 25%. A large increase in funding occurred in 2007-08, because the federal loan limits were raised. In July 2010, a number of changes to the US student-aid program came into effect, requiring the SSAO to assume new responsibilities and to retool its systems.

Merit-Based Awards

Internal Graduate Fellowships

While graduate students receive a proportionately small percentage of our need-based bursaries, McGill has directed significant internal resources to graduate student support, through the McGill International Doctoral Awards (MIDAs) and the Graduate Enhancement Recruitment Initiative (GERI) Fellowships and other targeted graduate student funding programs. Of course, these programs do address financial need among our students, but they are not allocated on the basis of need assessment. The summary provided in Appendix 4 clearly displays the growth of internal graduate fellowships administered by the Graduate and Postdoctoral Studies Office. Consequently, the average funding for doctoral students, an important element in attracting qualified students, has risen significantly and at a faster pace than at other G13 universities (Figure 1), although McGill is still behind the G13 average. Nonetheless, we have made significant strides and have the highest doctoral student funding in Quebec.

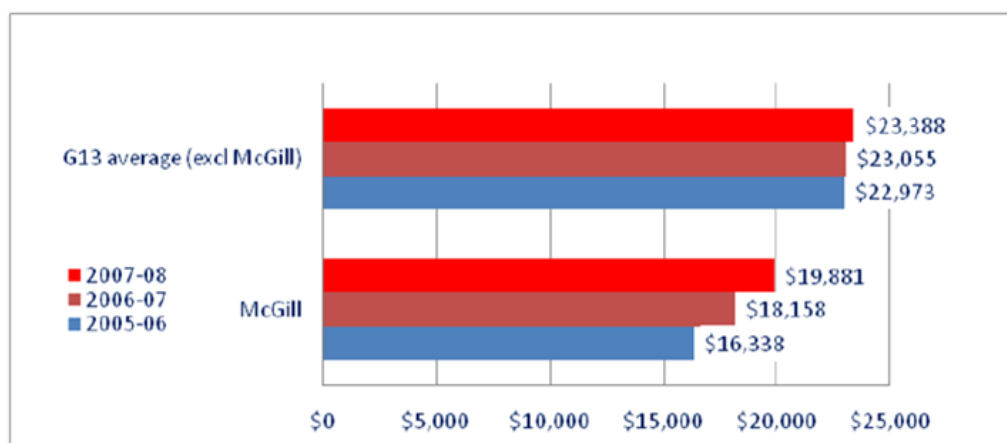


Figure 1. Average graduate student funding for McGill and for other G13 universities over academic years.

Renewable Undergraduate Entrance Scholarships

The major and prestige scholarships remain our most attractive awards. They are based on academic excellence combined with achievements in the fields of music, drama, athletics, community service, and such. These awards represent the core of our scholarship program and ensure our competitiveness with

other Canadian universities. The GPA threshold for renewal was recently raised from 3.5 to 3.7, thus lowering the renewal rate by approximately 10%, which increases the number of students who can be offered the awards on entrance.

One Year Non Renewable Undergraduate Scholarships

In 2008-09, the program of renewable entrance scholarships awarded solely on the basis of academic standing was replaced with a program of one-year non-renewable awards. This enabled the University to make a public commitment to academically outstanding students in the 90%+ range, an important strategy for attracting the best students across Canada. In order to further optimize our funding for this program, money previously allocated for in-course awards administered by faculties, was shifted to entrance scholarships. As a result, the threshold for entrance scholarships was lowered from 95% in 2007 to 93% in 2010.

It should be noted, however, that in-course merit-based scholarships and prizes are an important way to acknowledge academic achievement, which is obviously valued by McGill. Although academic achievement can be recognized through nonmonetary mechanisms, such as designations of Dean's Honour List and Distinction, in-course awards are for some a preferred expression of philanthropy. Nonetheless, it is necessary to make strategic choices to ensure that we optimize the use of our limited resources.

With a one-year commitment, we have increased the number of offers of Entrance Scholarships and have increased our yield among recipients, at least in some cohorts. CEGEP yield seems to have been less influenced by the \$3,000 one-year entrance scholarships, as evidenced by overall consistency in the yield rate from year to year in undergraduate programs. The extended scholarship program may have had limited impact on Quebec CEGEP admissions, because of other factors, such as McGill's status among Quebec universities and proximity, influencing Quebec applicants' decisions. Although we still offer one-year scholarships to a limited number of Quebec students, our goal has turned to increasing the yield for high-school students from across Canada and Ontario. The one-year program has achieved that end for Ontario applicants, but has been less compelling for applicants from other parts of Canada, suggesting that more changes are needed to optimize our share of the best students in each region.⁴

Systems

The implementation of Banner Student Aid for Canada (BSAC) is ongoing. The key objectives are to provide better service to students, streamlined processes to increase administrative efficiency, and support for effective management of funds.

A complete review of our University-wide processes has demonstrated how BSAC will contribute to improve efficiency. Process mapping is being coupled with a thorough review of fund use, recapitalization patterns, and fund management as well as the creation of reports to extract data to monitor and track obligations. Units are also receiving support to review both coding of funds and the terms and conditions of endowments to ensure that the terms are as flexible as possible. The objective is to identify the best approach to resolve financial issues and to build collaborative structures to manage and report on shared funds and shared obligations. At the same time, a Toolkit is being developed to assist the University community to expand the use of BSAC. The development of the need analysis component within BSAC will also enhance the data we have on student need at McGill, which will support program development and strategic planning.

⁴ McGill's Science Award for Quebec high school students (<http://www.mcgill.ca/scienceaward/>) recognizes a graduating student in every Quebec high school who shows exceptional promise in science and mathematics. The Award includes a monetary prize redeemable if the student eventually registers at McGill. The program is meant to help Quebec secondary schools in their efforts to motivate students to pursue careers in science and technology and also serves the purpose of identifying excellent candidates for admission to the University.

Future Plans

Administrative Merger

A merger is now underway of the Scholarships and Student Aid Office and some of the fellowships functions from the Graduate and Postdoctoral Studies Office. The merger will result in continued improvement on the process side, increased efficiency, more effective use of our limited funds to meet the strategic goals of the University, and improved service to students.

Increasing Economic Diversity

As mentioned, Maclean's recent ranking places us first in our category in the proportion of operating budget devoted to scholarships and bursaries, but our operating budget per student ranked 10th. Thus, we still face the challenge articulated in the *Principal's Task Force on Student Life and Learning* to ensure access of economically challenged qualified students to our undergraduate and professional programs.

Indeed, our student body is not as economically diverse as the population of Canadian university students, to say nothing about the Canadian population as a whole. According to a recent survey of 2,036 McGill students, 87% reported that at least one of their parents had completed post-secondary education, including 75% who reported that at least one parent had earned a university degree; by comparison, approximately 40% of Canadian university students reported in 2008 that at least one parent had completed some type of university education⁵. Fifty-seven percent of McGill students reported that their parents had helped pay for tuition (68% at the undergraduate level); by comparison, only 44% of students in the Canadian survey reported receiving financial support from their family⁶. Thus, more work and more resources are needed to attract students from less privileged backgrounds and to provide those students with financial aid and other types of support that they may need to succeed at McGill.

⁵ Canadian University Survey Consortium Undergraduate Student Survey 2008 (http://www.cusc-ccreu.ca/publications/2008_cusc_masterreport.pdf, p. 17)

⁶ Canadian University Survey Consortium Undergraduate Student Survey 2008 (http://www.cusc-ccreu.ca/publications/2008_cusc_masterreport.pdf, p. 40)

Appendix C

McGill Awards
2003 - 2010

	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2009-10 vs. 2002-03		2009-10 vs. 2005-06	
	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards
McGill Bursaries																				
Undergraduate Entrance							140	\$293,050	397	\$1,330,000	382	\$1,285,037	390	\$1,255,048	379	\$1,373,895			170.7%	368.8%
Undergraduate In-Course	880	\$1,692,817	973	\$1,937,310	915	\$1,913,499	833	\$1,958,939	849	\$1,927,037	1,205	\$3,294,652	973	\$2,934,911	1,162	\$3,874,277	32.0%	128.9%	39.5%	97.8%
Graduate Entrance														7	\$15,200					
Graduate In-Course	88	\$157,915	117	\$207,168	104	\$177,752	98	\$187,921	103	\$193,201	115	\$217,591	105	\$217,896	153	\$322,058	73.9%	103.9%	56.1%	71.4%
Total	968	\$1,850,732	1,090	\$2,144,478	1,019	\$2,091,251	1,071	\$2,439,910	1,349	\$3,450,238	1,702	\$4,797,280	1,468	\$4,407,855	1,701	\$5,585,430		201.8%		128.9%
Mobility																				
Undergraduate													369	\$935,250	1,146	\$1,093,235				
Graduate													22	\$42,500	32	\$73,000				
Total													391	\$977,750	1,178	\$1,166,235				
McGill Loans																				
Undergraduate	1,290	\$2,069,376	1,336	\$2,280,352	983	\$2,107,360	1,029	\$2,242,213	1,074	\$2,417,162	1,001	\$2,231,643	975	\$2,235,964	912	\$2,220,038				
Graduate	319	\$547,436	356	\$594,063	356	\$760,181	322	\$731,402	345	\$863,655	310	\$717,124	312	\$740,723	315	\$724,785				
Total	1,609	\$2,616,812	1,692	\$2,874,415	1,339	\$2,867,541	1,351	\$2,973,615	1,419	\$3,280,817	1,311	\$2,948,767	1,287	\$2,976,687	1,227	\$2,944,823	-23.7%	12.5%	-9.2%	-1.0%
Work Study Subsidies																				
Undergraduate	578	\$585,763	594	\$690,097	583	\$643,650	540	\$635,379	557	\$603,243	573	\$584,957	636	\$653,266	539	\$619,479	-6.7%	5.8%	-0.2%	-2.5%
Graduate	177	\$164,251	197	\$259,303	205	\$271,150	195	\$237,759	184	\$224,823	197	\$250,803	170	\$197,086	196	\$272,776	10.7%	66.1%	0.5%	14.7%
Total	755	\$750,014	791	\$949,400	788	\$914,800	735	\$873,138	741	\$828,066	770	\$835,760	806	\$850,352	735	\$892,255	-2.6%	19.0%	0.0%	2.2%
Undergraduate University (CESA) Scholarships																				
Entrance							324	\$1,297,200	267	\$1,000,500	236	\$971,500								
Entrance 1 Year													195	\$579,000	490	\$1,464,000				
Entrance Renewable													129	\$514,500	141	\$554,000				
Renewals							768	\$2,102,900	806	\$2,308,600	798	\$2,340,850	846	\$2,349,850	352	\$1,403,500				
Total	1,065	\$2,793,901	1,053	\$3,000,800	1,063	\$3,133,700	1,092	\$3,400,100	1,073	\$3,309,100	1,034	\$3,312,350	1,170	\$3,443,350	983	\$3,421,500	-7.7%	22.5%	-10.0%	0.6%
Undergraduate Faculty/Dept Awards																				
Undergraduate	682	\$1,383,939	711	\$1,465,295	828	\$1,813,356	923	\$1,960,934	970	\$1,980,129	1,042	\$2,237,948	1,382	\$2,593,431						
Entrance														171	\$475,000					
In-Course														1,660	\$1,707,952					
Convocation														179	\$160,740					
Athletic														86	\$194,055					
Total	682	\$1,383,939	711	\$1,465,295	828	\$1,813,356	923	\$1,960,934	970	\$1,980,129	1,042	\$2,237,948	1,382	\$2,593,431		\$2,537,747		83.4%		29.4%
Total McGill SSAO Aid		9,395,398		10,434,388		10,820,648		11,647,697		12,848,350		14,132,105		15,249,425		16,547,990		76.1%		42.1%
Government Aid																				
Undergraduate							4239	\$37,006,147	4529	\$38,048,352	4790	\$40,645,279	4968	\$41,472,960	5293	\$44,046,406				
Graduate							1443	\$13,879,262	1382	\$12,852,220	1282	\$12,663,861	1360	\$12,722,499	1608	\$14,059,444				
Total	5,830	\$45,209,679	5,970	\$46,813,618	5,879	\$53,876,958	5,682	\$50,885,409	5,911	\$50,900,572	6,072	\$53,309,140	6,328	\$53,998,132	6,901	\$58,244,035	18.4%	28.8%	21.5%	14.5%
Grand Total Student Aid		\$54,605,077		\$57,248,006		\$64,697,606		\$62,533,106		\$63,748,922		\$67,441,245		\$69,247,557		\$74,792,025		37.0%		19.6%

**Need Based Assistance derived from Tuition Increases
2003 - 2010**

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2009-10 vs. 2003-04	2009-10 vs. 2005-06
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Bursaries

Undergraduate	\$61,333	\$93,403	\$346,735	\$356,160	\$780,153	\$1,009,379	\$1,233,565	\$1,467,051	2291.9%	311.9%
Graduate	\$5,000	\$17,000	\$91,199	\$66,690	\$141,164	\$103,190	\$192,244	\$242,125	4742.5%	263.1%

Work Study

Undergraduate							\$154,000	\$179,400		
Graduate							\$46,000	\$80,600		

Graduate and Postdoctoral Studies

	\$33,667	\$287,597	\$143,383	\$558,467	\$500,000	\$609,532	\$134,843	\$0		
Total Spending	\$100,000	\$398,000	\$581,317	\$981,317	\$1,421,317	\$1,722,101	\$1,760,652	\$1,969,176	1869.2%	100.7%

**Work Study Program
2003 - 2010**

Year	Jobs Available	Student Applicants	Students Qualified for Work Study	Students Employed			Subsidies Paid		
				Undergraduate	Graduate	<i>Total</i>	Undergraduate	Graduate	<i>Total</i>
2002-03	871	2,035	1,346	578	177	755	\$585,763	\$164,251	\$750,014
2003-04	826	2,275	1,508	594	197	791	\$690,097	\$259,303	\$949,400
2004-05	923	2,085	1,405	583	205	788	\$643,650	\$271,150	\$914,800
2005-06	928	2,058	1,309	540	195	735	\$635,379	\$237,759	\$873,138
2006-07	951	2,044	1,446	557	184	741	\$603,243	\$224,823	\$828,066
2007-08	997	2,234	1,622	573	197	770	\$585,292	\$250,468	\$835,760
2008-09	969	2,395	1,757	636	170	806	\$653,266	\$197,086	\$850,352
2009-10	893	2,476	1,904	539	196	735	\$619,479	\$272,776	\$892,255

**Graduate Internal Fellowships Administered by GPS
2003 - 2010 Disbursements**

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
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Residency Status

Quebec	\$1,078,851	\$1,205,957	\$1,314,846	\$1,509,187	\$1,340,058	\$3,627,088	\$4,081,326
Rest of Canada	\$975,607	\$1,188,131	\$1,387,098	\$1,481,977	\$1,491,320	\$2,866,679	\$3,427,736
International	\$999,968	\$1,296,733	\$1,352,837	\$1,541,348	\$3,477,248	\$7,308,861	\$8,914,571
Total	\$3,054,426	\$3,690,821	\$4,054,782	\$4,532,512	\$6,308,626	\$13,802,628	\$16,423,633

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
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Residency Status

Quebec	35%	33%	32%	33%	21%	26%	25%
Rest of Canada	32%	32%	34%	33%	24%	21%	21%
International	33%	35%	33%	34%	55%	53%	54%
Total	100%	100%	100%	100%	100%	100%	100%

Notes:

Funds under the financial management of the Dean of Graduate and Postdoctoral Studies
Prepared by the Fellowships Officer (Internal)