



# Doctoral training and professional perspectives

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**Marcelline Bangali**

Auteure de l'Observatoire

Professeure à l'Université Laval,

Chercheure en psychologie du travail et de l'orientation au Centre de recherche et d'intervention sur l'éducation et la vie au travail (CRIEVA)

[phd.parcours@fse.ulaval.ca](mailto:phd.parcours@fse.ulaval.ca)



# Sources



## Council of Canadian Academies (CCA, 2021)

**Formés pour réussir: [The Labour Market Transition of PhD Graduates](#)**

### Comité d'experts multidisciplinaire composé de 12 spécialistes :

- [M. Elizabeth Cannon](#), O.C., MSRC, FAGC (présidente), rectrice émérite, Université de Calgary (Calgary, Alb.)
- [Marcelline Bangali](#), chercheure au CRIEVAT, professeure agrégée, Département des fondements et pratiques en éducation, Faculté des sciences de l'éducation, Université Laval (Québec, Qc)
- [Dwayne Benjamin](#), professeur, Département d'économie, Université de Toronto; vice-doyen, études supérieures, Faculté des arts et des sciences (Toronto, Ont.)
- [John \(Jay\) Doering](#), FAGC, vice-recteur associé (partenariats), Université du Manitoba (Winnipeg, Man.)
- [Bryan Gopaul](#), professeur adjoint, Warner School of Education and Human Development, Université de Rochester (Rochester, NY)
- [Diane Gray](#), présidente-directrice fondatrice, CentrePort Canada; présidente du conseil d'administration de Mitacs (Winnipeg, Man.)
- [Tina Grusso](#), membre du conseil d'administration de Dialogue Sciences & Politiques; scientifique, recherche translationnelle, Forbuis (Montréal, Qc.)
- [Jennifer Poik](#), fondatrice et principale, From PhD to Life (Toronto, Ont.)
- [Susan Porter](#), doyenne et vice-rectrice, études supérieures et postdoctorales, Université de la Colombie-Britannique; ancienne présidente, Association canadienne pour les études supérieures (Vancouver, C.-B.)
- [Reinhart Reithmeier](#), MACSS, professeur, département de biochimie, Université de Toronto; directeur du perfectionnement professionnel et de la mobilisation des anciens, Institute of Medical Science, Université de Toronto (Toronto, Ont.)
- [David Walters](#), professeur agrégé, Département de sociologie et d'anthropologie, Université de Guelph (Guelph, Ont.)
- [Paul Yachnin](#), professeur titulaire de la Chaire d'études shakespeareiennes Tomlinson, Département d'études anglaises, Université McGill; directeur de TRaCE McGill (Montréal, Qc)

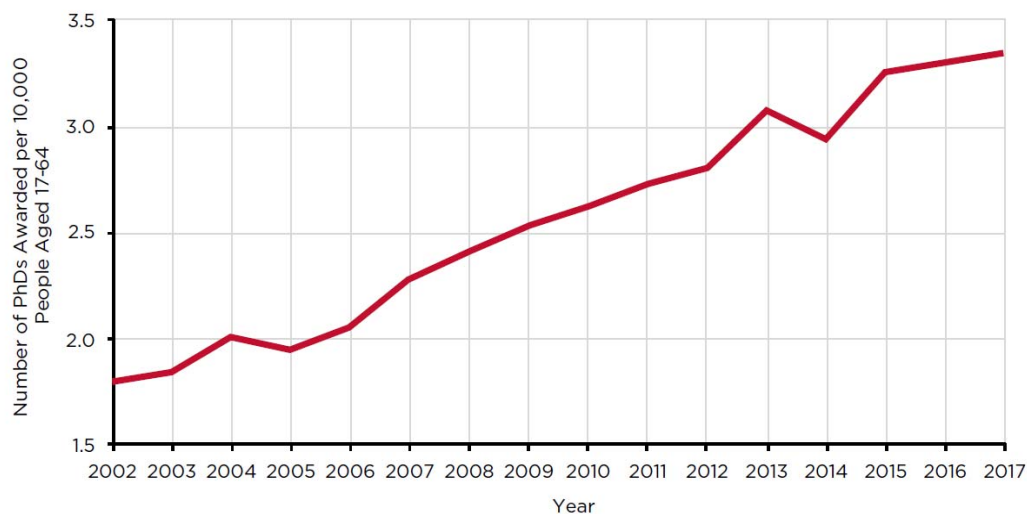
Bangali et al. (2017-2019)

### Étude panquébécoise sur les compétences des titulaires d'un doctorat

- Projet financé par L'Association des Doyens et Doyennes des Études Supérieures au Québec (ADESAQ) et ses partenaires



Number of doctoral degrees awarded per 10,000 people aged 17-64 in Canada



Data Source: StatCan (2020a, 2020h)

## Key data on doctoral studies in Canada



### Significant growth in the number of doctoral students

- Growth rate: 113% between 2002 and 2017

### Increased number of graduates

- 2002: 3 723
- 2010: 5 946
- 2017: 7 947

**Table 2.1 PhD Graduates from Canadian Institutions, by Field of Study and Gender, 2017**

	Men	Women
<b>All Graduates</b>	54%	46%
<b>Discipline (Statistics Canada Labels)</b>		
Education	30%	70%
Visual and performing arts, and communications technologies	50%	50%
Humanities	51%	49%
Social and behavioural sciences and law	38%	62%
Business, management and public administration	55%	45%
Physical and life sciences and technologies	54%	46%
Mathematics, computer and information sciences	78%	22%
Architecture, engineering, and related technologies	77%	24%
Agriculture, natural resources and conservation	50%	50%
Health and related fields	39%	61%

Data Source: StatCan (2020h)

## Key data on doctoral studies in Canada



### 2016 Census

- Less than one-third of doctoral graduates in Canada identify as visible minorities
- Less than 1% identify themselves as an Aboriginal person

StatCan, 2019c

## Key data on doctoral studies in Canada



### Age at Graduation

- 36 years old and under: 70% in 2010 and 73% in 2014 (LLMP)
- 35 years old on average with a median age of 32 years according to (END 2018, cohort 2015)

### Differences by discipline

- 37 years of age and older accounted for more than half of the graduates were education (80%) and business (57%).

## Job opportunity promoted or wanted

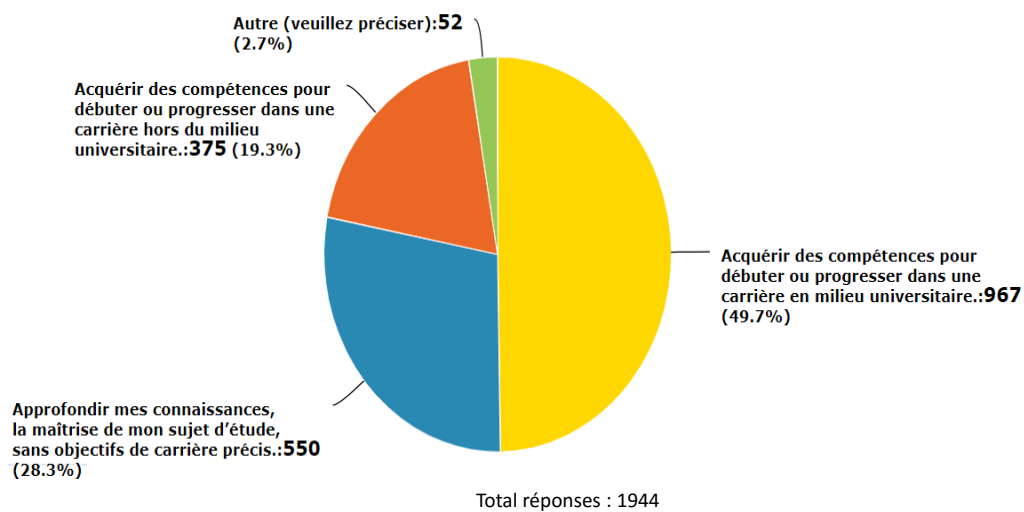


### Traditional job opportunity promoted in several programs: university professor

- More than 50% of doctoral students continue their studies with a view to an academic career.
- About 30% without any professional perspective

(Maldonado, 2013; Conference Board, 2015; McAlpine & Amundsen, 2016; McAlpine & Austin, 2018; Bangali et al. 2019; Woolston, 2019)

### Main objective when registering for the doctorate



(Bangali et al., 2019)

## Job opportunity promoted or wanted



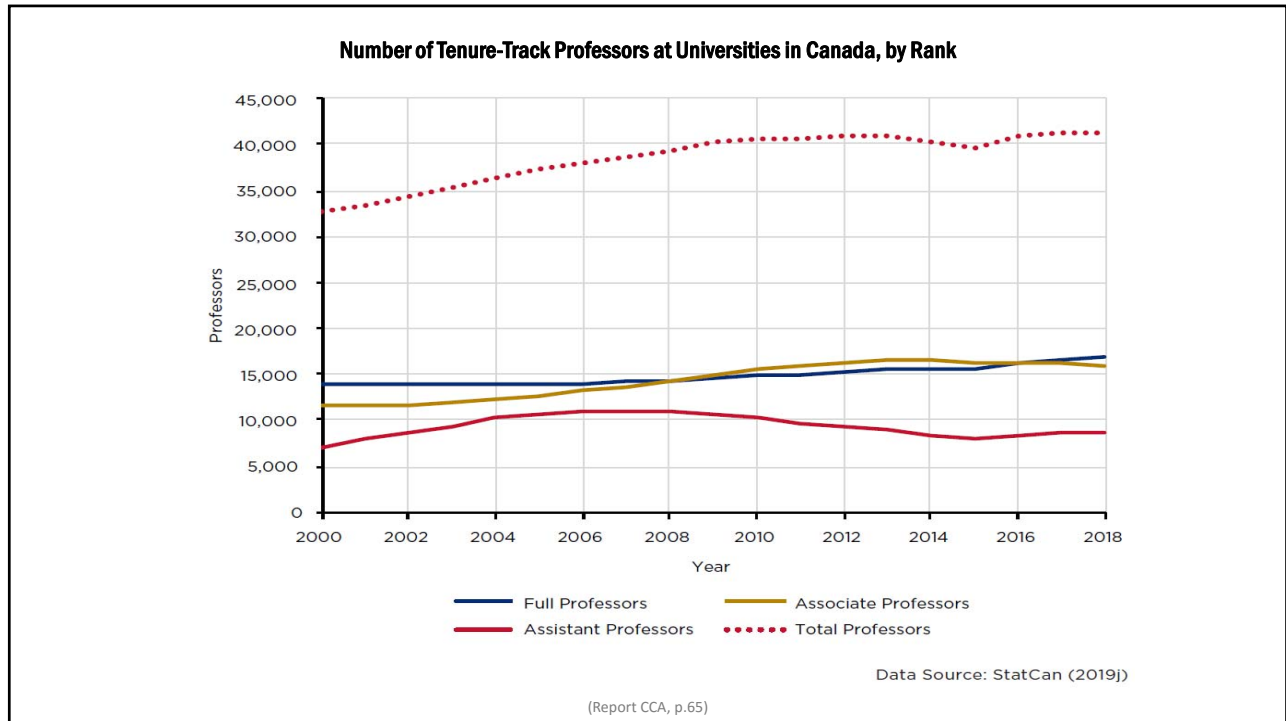
- **Traditional job opportunity promoted in several programs: university professor**
- **Relatively constant percentage, but with some differences between disciplines:**
  - Fine Arts and Humanities: 72%
  - Social Sciences and Education: 69
  - Science (including engineering): 68%

L'END 2013, Statistique Canada

## Job opportunity promoted or wanted



- **Prospects for hiring in unpromising university faculty positions**
  - 10,500 assistant professors in 2009
  - 8,600 in 2017



## Diversification of employment opportunities