



Memorandum

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Graduate and Postdoctoral Studies
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TO: Senate
FROM: Dr. Josephine Nalbantoglu, Dean, Graduate and Postdoctoral Studies
SUBJECT: Annual Report from Graduate and Postdoctoral Studies
DATE: April 17, 2019
DOCUMENT #: D18-56
ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE	The annual report from Graduate and Postdoctoral Studies is presented to Senate for information.
BACKGROUND & RATIONALE	The annual report from Graduate and Postdoctoral Studies (GPS) provides the Senators with information on strategic priorities and the role of GPS as they relate to graduate admissions and enrolment, graduate student support, supervision, program development, skills training and graduate outcomes.
PRIOR CONSULTATION	N/A
SUSTAINABILITY CONSIDERATIONS	GPS provides oversight for graduate admissions and enrolment, monitors graduation rates and manages graduate student funding to ensure academic and financial sustainability of graduate education at McGill.
IMPACT OF DECISION AND NEXT STEPS	The next annual report will be presented to Senate in winter/spring 2020.
MOTION OR RESOLUTION FOR APPROVAL	This item is presented for information.
APPENDICES	Appendix A: Annual Report from Graduate and Postdoctoral Studies



McGill

Graduate and
Postdoctoral Studies

ANNUAL REPORT



2018

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Introduction

Graduate students constitute a quarter of McGill's total student population and play a key role in advancing the research enterprise at the university. The annual report of Graduate and Postdoctoral Studies (GPS) provides an overview of graduate education at McGill University, with a focus on five-year trends in several key areas. The report covers admissions and enrolment data, provides an analysis of graduate funding and presents several key initiatives underway to enhance the overall graduate experience at McGill.

Reporting to the Provost and Vice-Principal (Academic), GPS supports the University's Strategic Academic Plan in several ways. For example, GPS has spearheaded the development of interdisciplinary, interfaculty graduate programs, which build on McGill's research strengths and directly contribute to **connecting across disciplines and sectors**. GPS also **leads innovation** in enhancing the graduate student experience. It offers a suite of value-added opportunities (graduate mobility awards, doctoral internships, communications training, and skills development), many of which are unique to McGill. The university has notably been a pioneer in the development of the Individual Development Plan in Canada.

GPS strives to **expand diversity** at McGill by actively recruiting top students in key markets all over the world. GPS is **open to the world** in other ways, as well. By building on its experience with French co-tutelles, GPS is expanding its international partnerships through the development of new joint and dual degrees. It actively seeks out new sponsorship agreements with international agencies to increase the number of funding opportunities available for international students. Finally, GPS **connects with our communities** by building collaborative relationships with organizations willing to act as hosts for our doctoral interns.

Mission

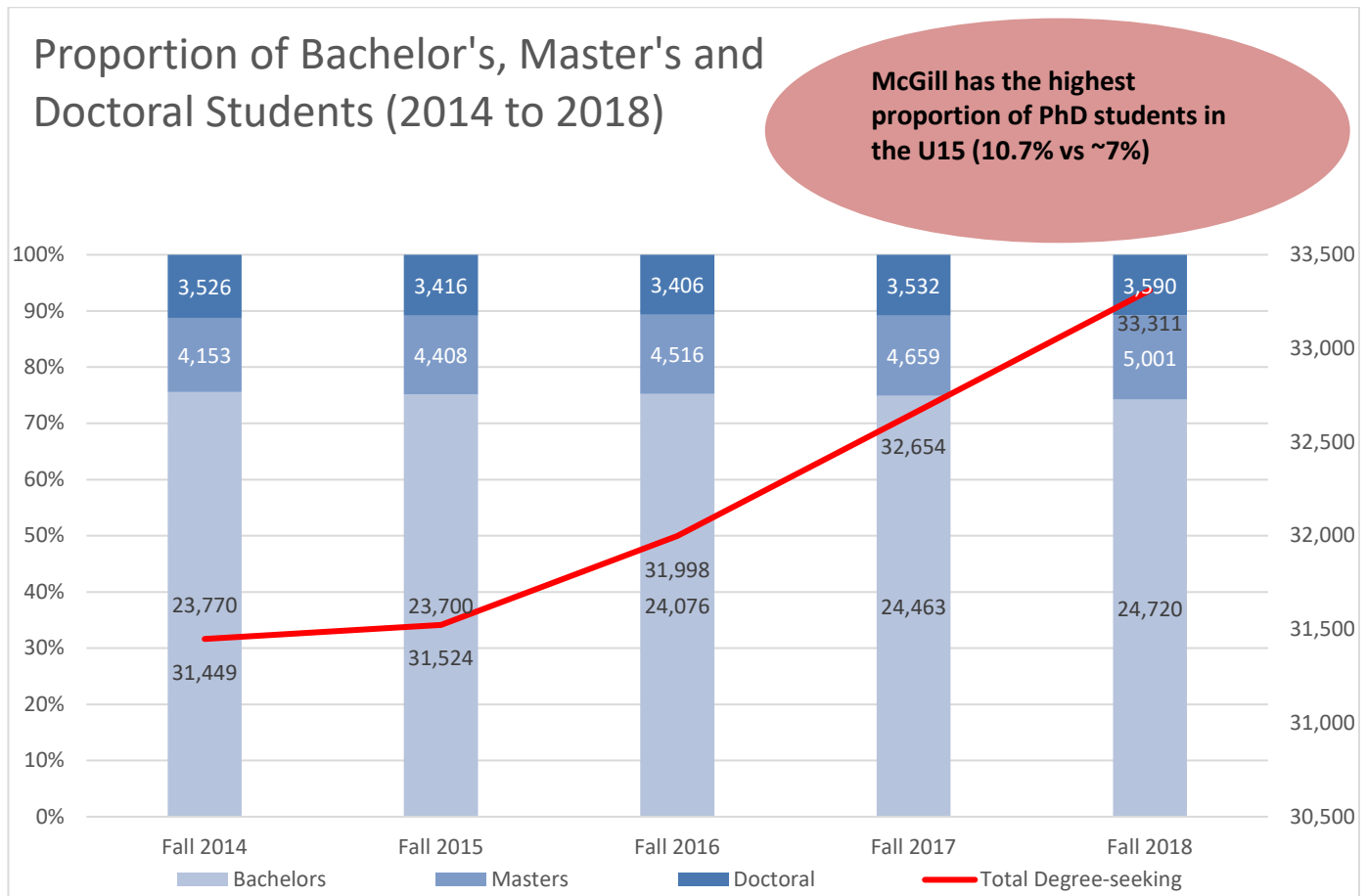
The mission of Graduate and Postdoctoral Studies is to promote university-wide academic excellence for graduate and postdoctoral education at McGill. GPS provides leadership and strategic direction across the university in close collaboration with the academic and administrative units, and the graduate and postdoctoral community.

Role of GPS

1. Graduate admissions and enrolment

McGill strives to recruit and retain the best and the brightest graduate students to pursue the university's tradition of excellence. GPS provides oversight for graduate admissions and enrolment, meeting with all Deans on an annual basis to review their respective Faculty's capacity to take on additional graduate students and determine graduate enrolment objectives. In Fall 2018, McGill had 8,591 degree-seeking graduate students, with the highest proportion of doctoral students among Canada's top research universities (U15) (Figure 1).

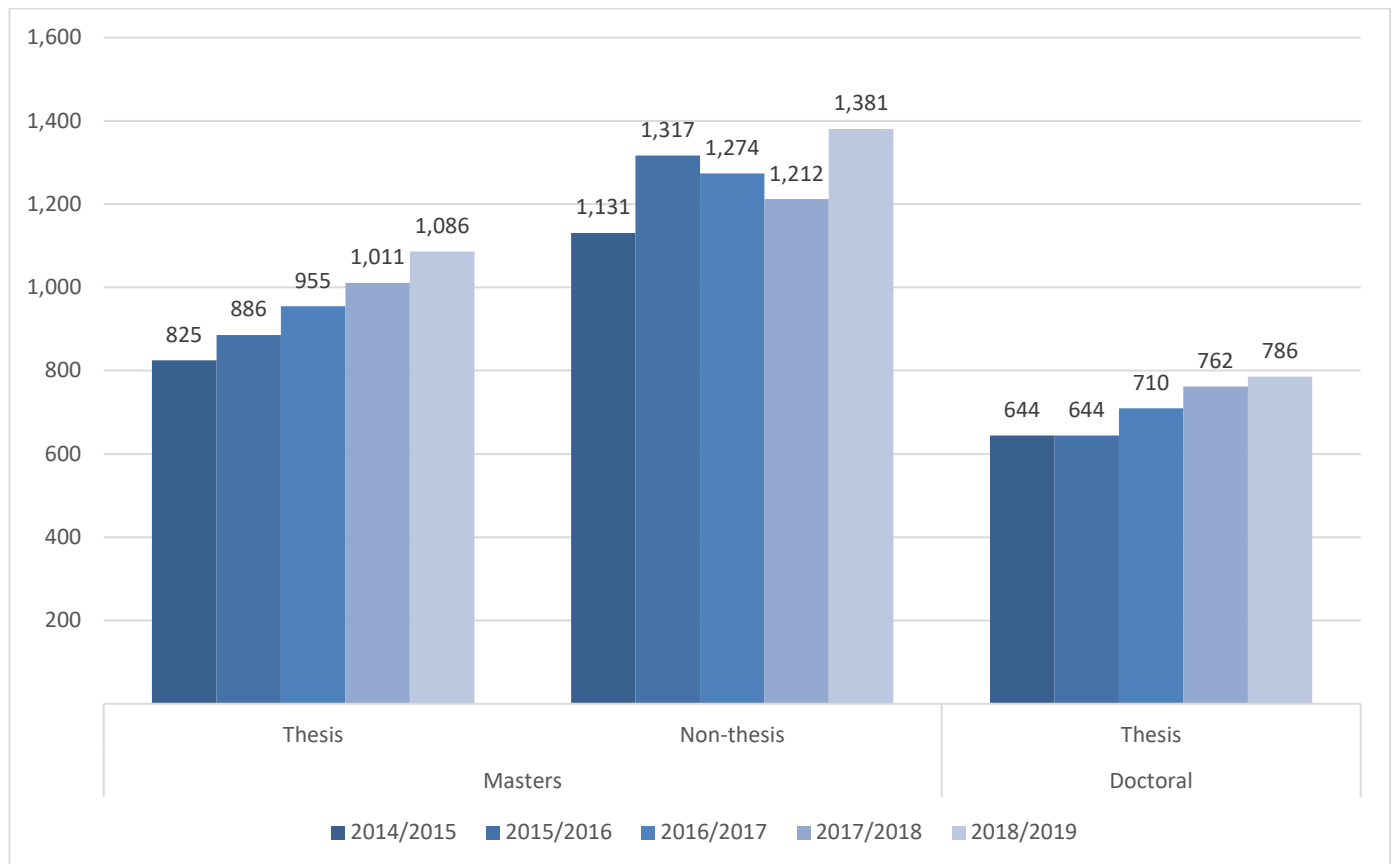
FIG 1. Degree-seeking Enrolment (Bachelor's, Master's and Doctoral Students), 2014 to 2018



After thorough analysis of graduate student data since 2014, several trends can be observed regarding McGill's graduate student population.

Over the past five years, new enrolment in thesis programs has increased by over 27%, while new registrations in non-thesis programs have increased by 22%, due in large part to a significant increase observed in academic year 2018-2019 (Figure 2a).

FIG 2a. New Enrolment - Masters and Doctoral, 2015 to 2019



Note: Counts taken as at the end of each admissions cycle

Enrolment of international students in doctoral programs has increased significantly since Fall 2014, with international students comprising 53% of the entering doctoral cohort in Fall 2018. At the same time, the proportion of Quebec students has decreased. Similar trends can be observed at the Master's level (Figures 2b-1 and 2b-2).

FIG. 2b-1. New Enrolment - Doctoral, 2018 compared to 2014, Canadian and International students

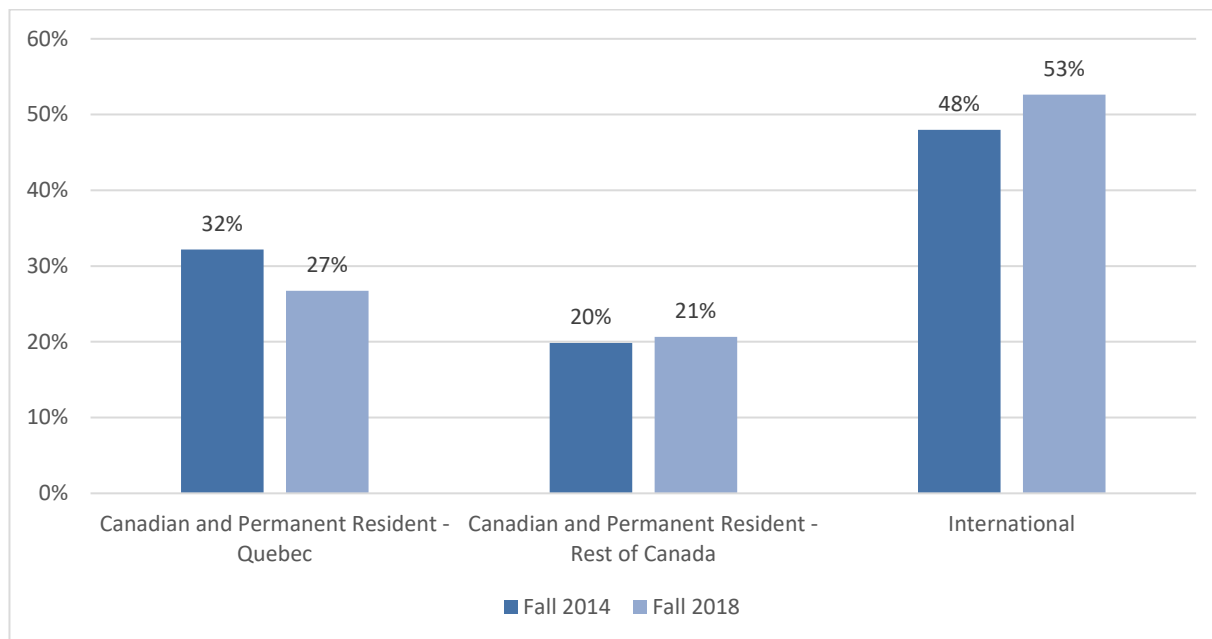
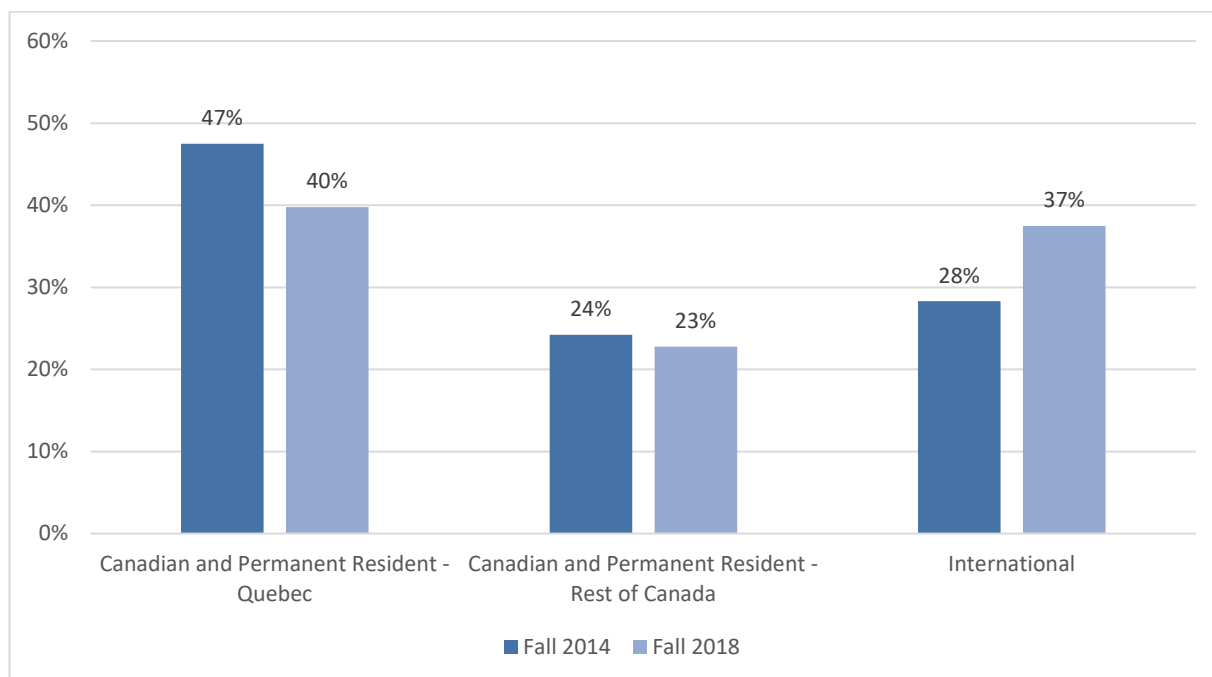


FIG. 2b-2. New Enrolment – Master's, 2018 compared to 2014, Canadian and International students

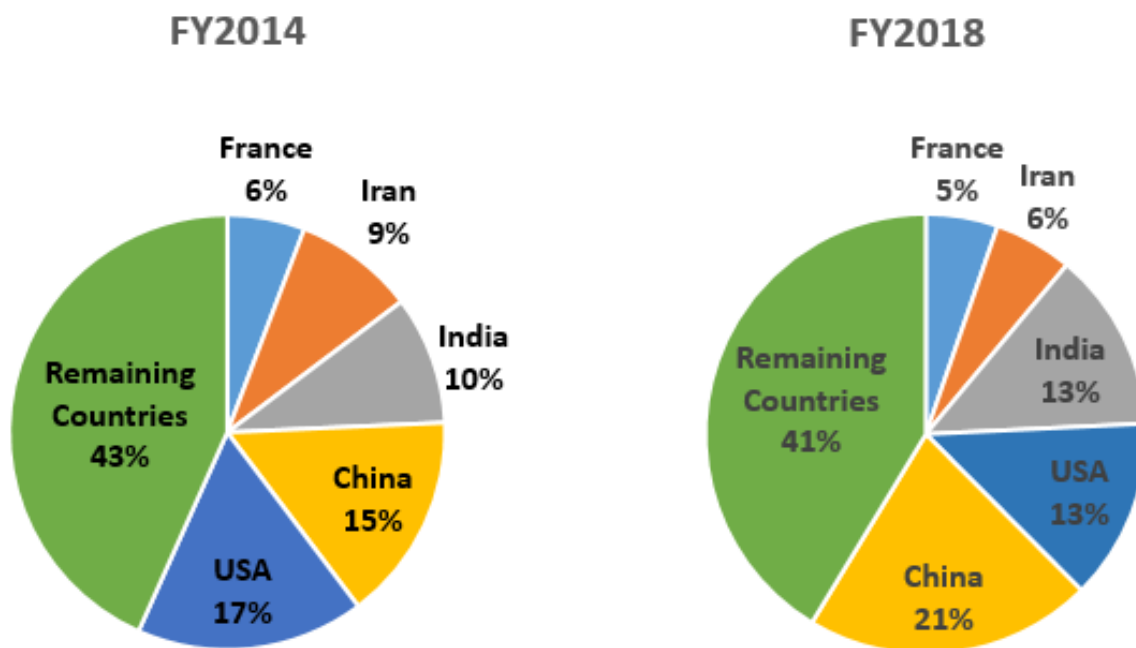


The top five source countries for international students at the graduate level have remained stable over the past five years, although their relative importance has somewhat shifted (Table 1). Whereas in 2014 the United States was the biggest source country (with 17% of international graduate students hailing from the US), 21% of all international graduate students now come from China (Figure 3). The top five source countries account for nearly 60% of all international graduate students.

Table 1. Top 5 countries (total enrolment - international Masters and Doctoral, FY2014 to FY2018)

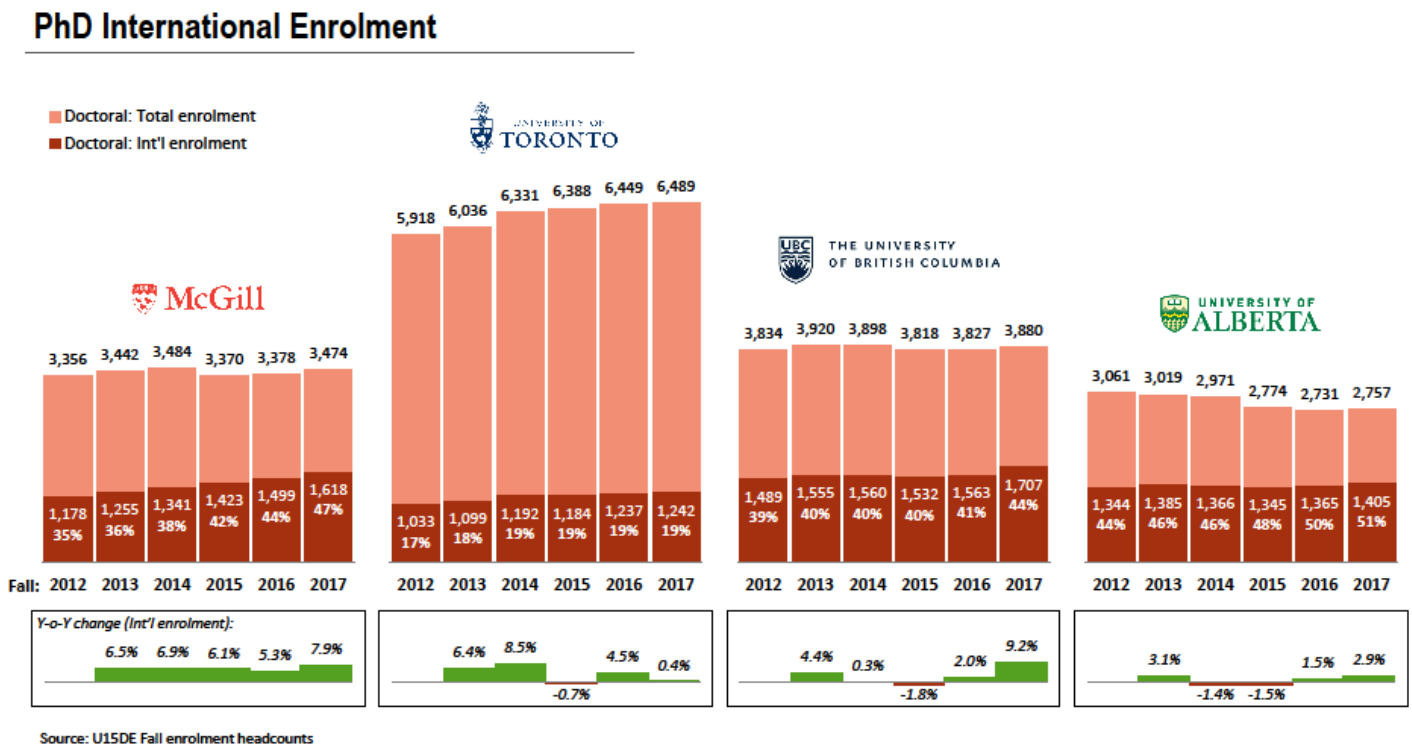
Citizenship country	Registered headcount	
	FY2014	FY2018
USA	453	476
China	413	755
India	255	472
Iran	240	206
France	154	189
Remaining countries	1,158	1,479
Grand Total	2,671	3,577

FIG. 3 Top 5 countries (total enrolment - international Master’s and Doctoral, FY2014 to FY2018)



International enrolment at the doctoral level has increased steadily over the past six years, and McGill currently has one of the highest proportions of international doctoral students among U15 (Figure 4). GPS has achieved this through important recruitment efforts and the establishment of partnerships with various international sponsoring agencies. The target is to secure full or partial sponsorships for at least 25% of the incoming international doctoral cohort.

FIG. 4 Growth of international doctoral enrolment (comparison with U15 peers; 2012 to 2017)



Despite the marked increase in the number of admitted doctoral students, the entrance cGPA level of the Fall cohorts has remained high (Tables 2a-b).

Table 2a. Average admission GPA of entering doctoral students

Faculty	Entering PhD Students				Average GPA			
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Agric. & Env. Sciences	43	40	40	44	3.52	3.48	3.58	3.48
Arts	89	94	96	90	3.71	3.75	3.74	3.77
Dentistry	9	3			3.14	3.43		
Desautels Faculty Management	8	9	14	15	3.72	3.83	3.73	3.76
Education	38	42	60	52	3.71	3.80	3.68	3.73
Engineering	72	85	79	71	3.65	3.68	3.67	3.65
Interfaculty Studies	45	46	65	64	3.74	3.74	3.77	3.83
Law	14	16	11	14	3.43	3.31	3.31	3.51
Medicine	88	97	117	102	3.63	3.70	3.73	3.77
Schulich School of Music	18	28	28	21	3.88	3.84	3.85	3.89
Science	81	93	111	137	3.78	3.74	3.77	3.75
University Total	505	553	621	610	3.67	3.70	3.72	3.73

Table 2b. Percentage of entering doctoral students with an admission GPA between 3.5 - 4.0

Faculty	% students				Average GPA			
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Agric. & Env. Sciences	55.8%	52.5%	55.0%	52.3%	3.80	3.80	3.87	3.75
Arts	82.0%	85.1%	86.5%	88.9%	3.83	3.86	3.85	3.86
Dentistry	33.3%	33.3%			3.70	3.72		
Desautels Faculty Management	87.5%	100.0%	85.7%	93.3%	3.77	3.83	3.79	3.80
Education	76.3%	83.3%	81.7%	88.5%	3.92	3.93	3.87	3.91
Engineering	72.2%	74.1%	77.2%	66.2%	3.80	3.83	3.82	3.83
Interfaculty Studies	84.4%	80.4%	90.8%	89.1%	3.82	3.84	3.82	3.88
Law	57.1%	31.3%	36.4%	50.0%	3.73	3.74	3.59	3.76
Medicine	72.7%	78.4%	81.2%	86.3%	3.81	3.83	3.84	3.86
Schulich School of Music	94.4%	92.9%	96.4%	100.0%	3.91	3.89	3.89	3.89
Science	85.2%	82.8%	83.8%	81.8%	3.86	3.83	3.85	3.84
University Total	76.0%	77.8%	81.3%	81.1%	3.83	3.85	3.84	3.85

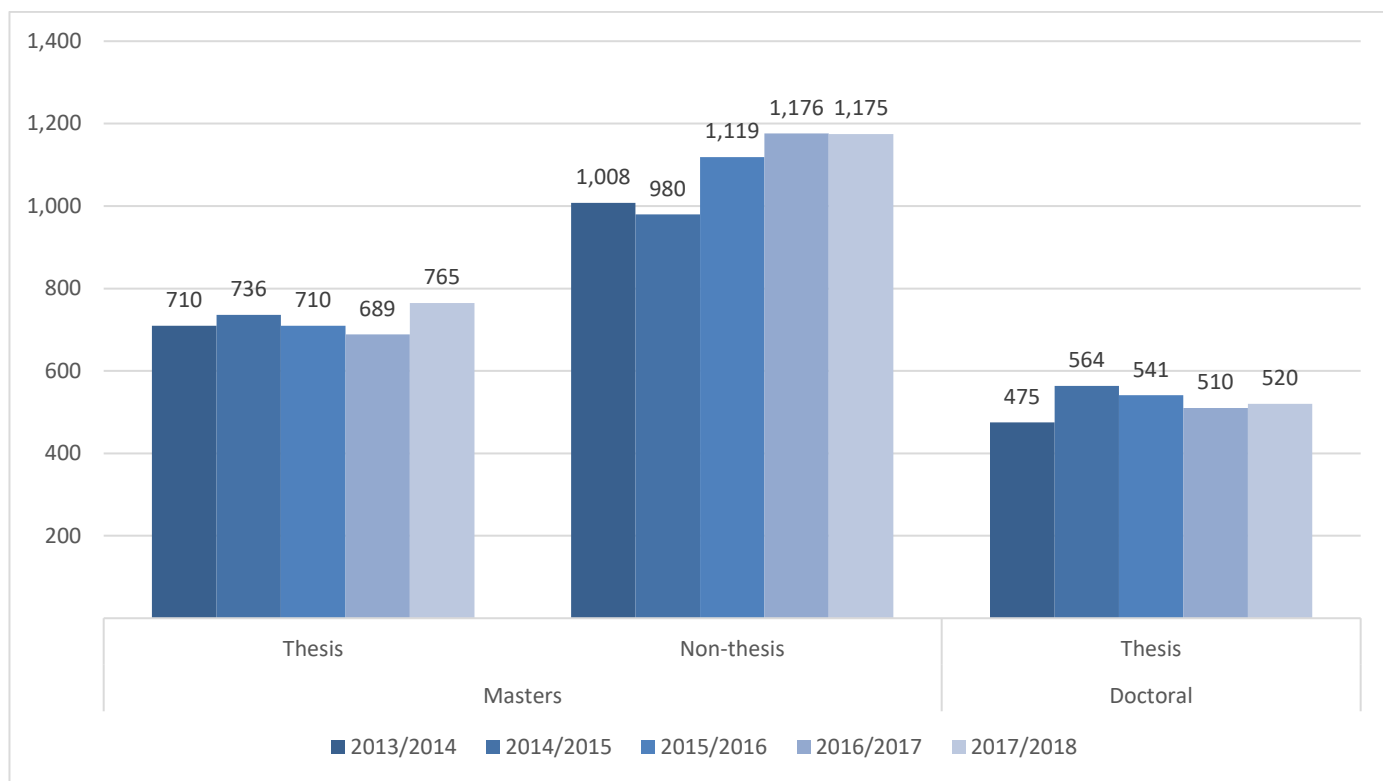
While there are more female students registered in Master's programs, the gender distribution is more even at the doctoral level and has been stable over the past five years (Table 3).

Table 3. Gender distribution, 2014 to 2018

Degree level	Gender	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Master's	Female	56.3%	55.5%	55.2%	55.4%	57.6%
	Male	43.7%	44.5%	44.8%	44.6%	42.4%
Doctoral	Female	47.8%	48.4%	48.0%	49.1%	48.7%
	Male	52.2%	51.6%	52.0%	50.9%	51.3%

Over the past five years, there has been a steady increase in graduate student degrees awarded. Figure 5 shows the breakdown by level of study and type of program (thesis vs non-thesis).

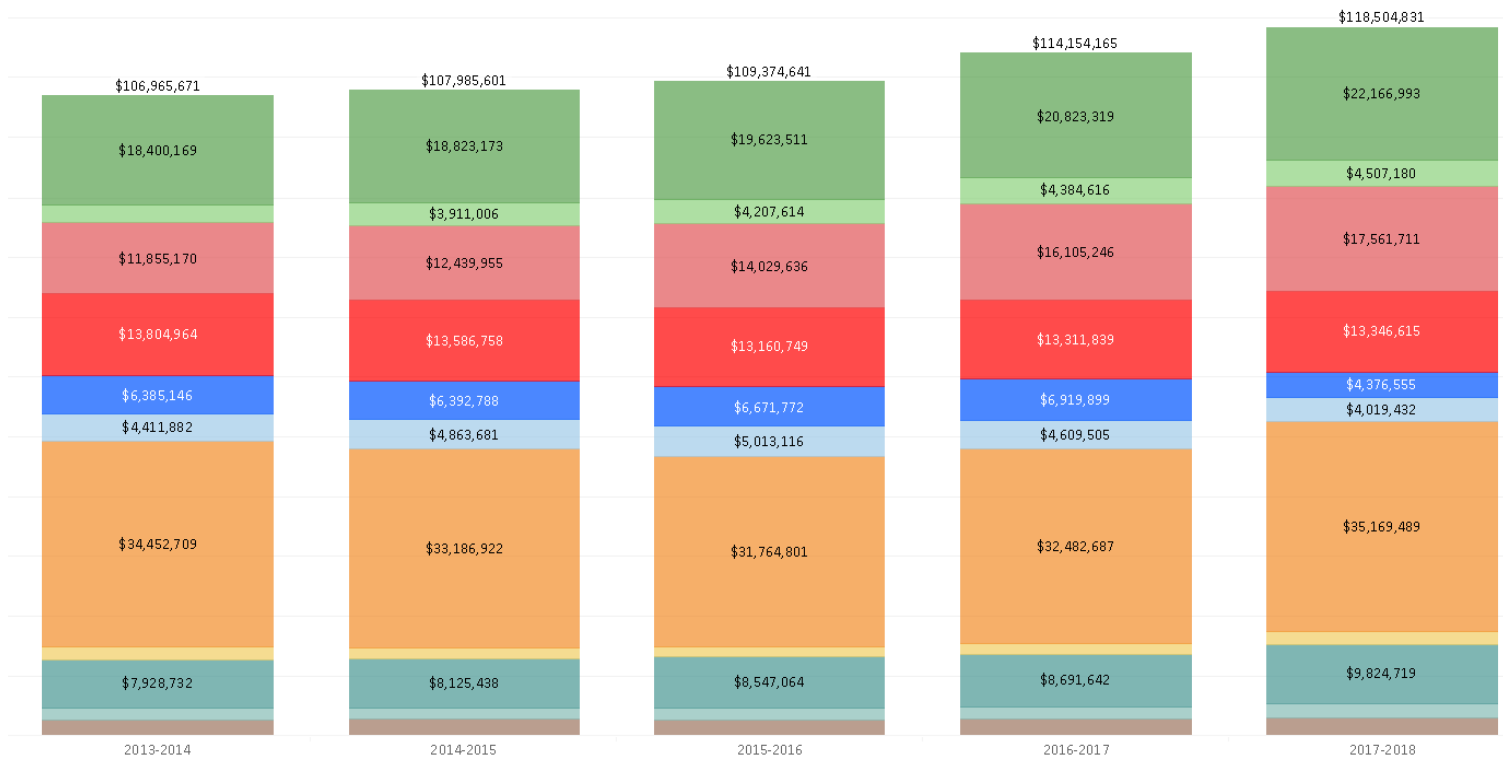
FIG. 5. Master's and Doctoral Degrees Awarded by Academic year, 2014 to 2018



2. Supporting graduate students

McGill has recognized the need to provide competitive graduate student financial support in order to attract top students to the university. GPS allocates to each Faculty, on a formula-driven basis, funds to support the recruitment and retention of graduate students in line with the university's strategic priorities. This central funding allocation (~\$22 million in 2017/18) forms the basis of all graduate student support and is complemented by external funds. GPS works with the graduate units to optimize the use of the internal allocation to keep McGill's graduate financial support competitive. Figure 6 provides a breakdown of graduate funding according to the type of support (internal and external) over the past five years.

FIG 6. Graduate funding breakdown according to financial support categories



Support Type

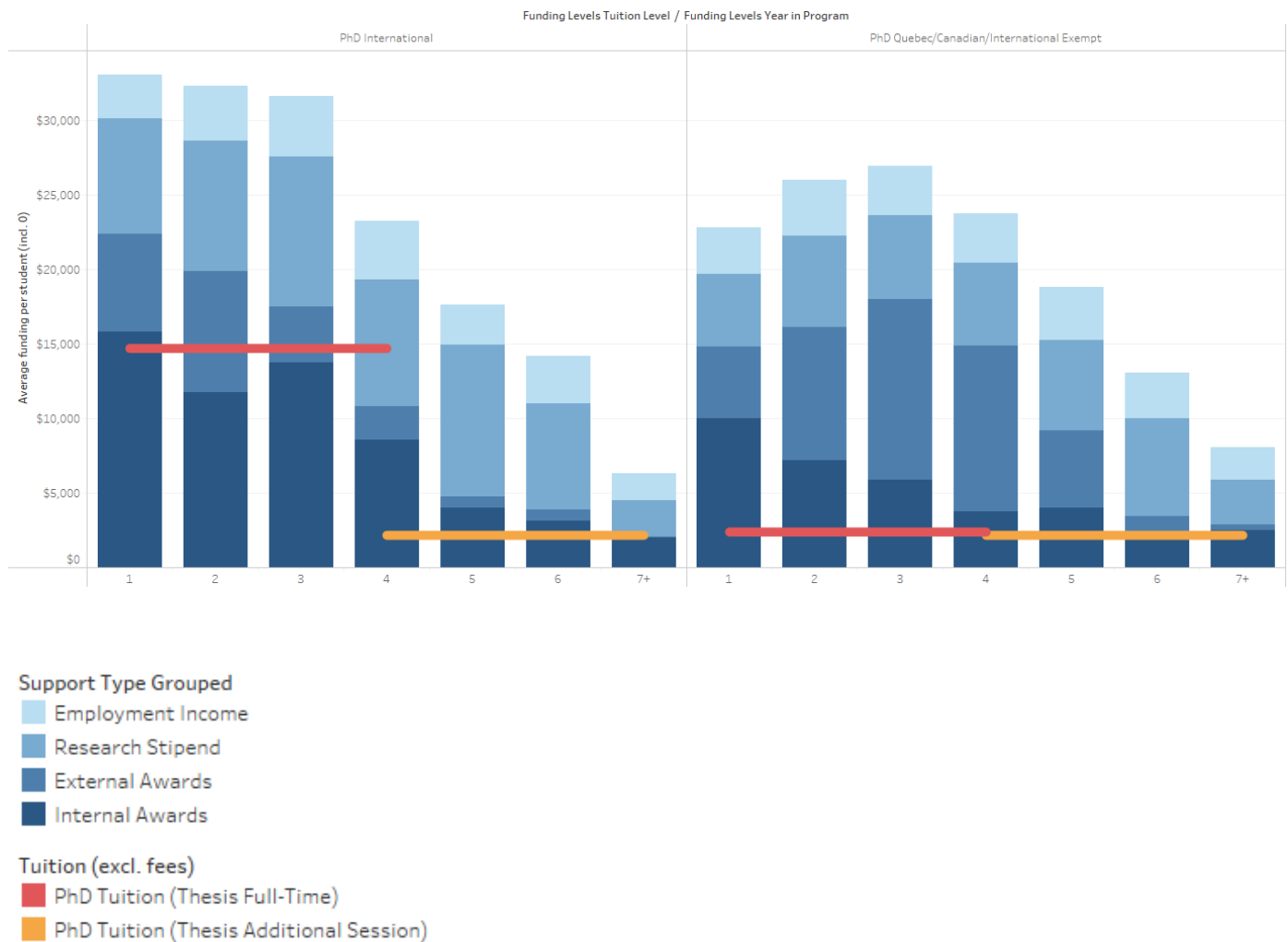
- GPS
- DFW
- Internal Fellowships/Scholarships
- Federal Fellowships/Scholarships
- Provincial Fellowships/Scholarships
- Other Bursaries/Awards/Scholarships/Fellowships
- Research Stipend
- Research Assistantships
- Teaching Assistantships
- Course Lecturer
- Other Employment-Based Income Support
- Uncategorized Funding

Notes:

- Amounts above represent total funding associated with all Master's and Doctoral students.
- Total includes all financial support captured in McGill systems and Provincial agency (FRQNT, FRQSC, FRQS) awards paid directly to the student.
- Total excludes funding from sources where students are paid directly (other than the Provincial agencies) and financial support received from affiliated hospitals/research institutes.
- Provincial Agency (FRQ) award payment data is received based on the Agency's fiscal year. As a result, summer 2018 FRQ payments are not available for the 2017-18 academic year.
- **Definitions:**
 - GPS: Internal scholarships/fellowships/awards from Graduate and Postdoctoral Studies (GPS) funds
 - DFW: Value of the provincial differential fee waiver
 - Internal Fellowships/Scholarships: Faculty scholarships/fellowships/awards
 - Federal Fellowships/Scholarships: Federal agency awards that are paid through McGill systems
 - Provincial Fellowships/Scholarships: Provincial agency (FRQ) awards that are paid directly to students
 - Other Bursaries/Awards/Scholarships/Fellowships: Includes government and other sponsorships, non-government/U.S./foreign scholarships and fellowships, scholarships and fellowships from student societies, etc.
 - Research Stipend: Stipends paid from professors' grants
 - Research Assistantships: Paid from professors' grants and contracts
 - Other Employment-Based Income Support: Internal academic and administrative earnings aside from those noted above (e.g. instructorships, invigilator pay). Also includes supplemental pay (e.g. vacation pay) related to earnings from above.

Average PhD financial support consists of a combination of internal awards, external awards, research stipends and employment earnings (e.g. teaching assistantships, research assistantships). Through a strategic use of the funding allocation, McGill is in a position to target and package funding in a way that best meets the needs of our students across disciplines (Figure 7a).

FIG 7a. 2017/18 Average PhD Financial Support for International vs Quebec, Canadian and International Fee Exempt Students

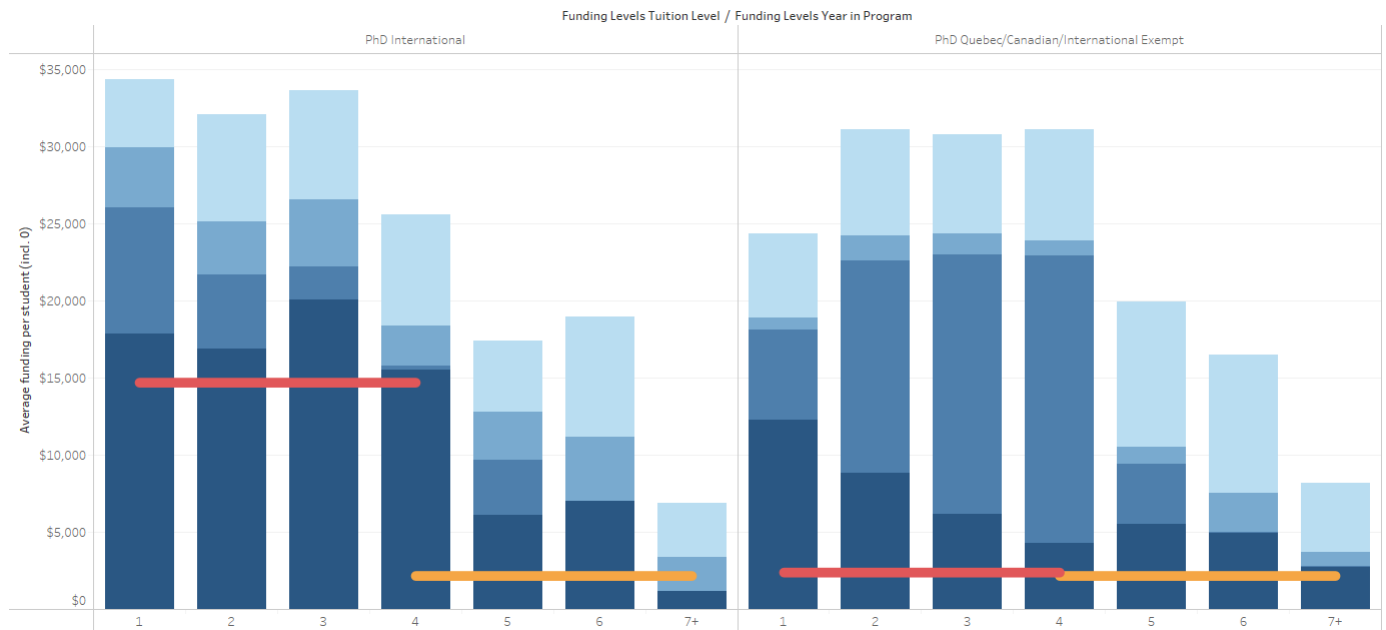


Fall 2017 Full-time PhD enrolment: 3,195

The financial support data in Figure 7a include only students registered full-time in both fall and winter terms of 2017/18. The amounts include all financial support captured in McGill systems and Provincial agency (FRQNT, FRQSC, FRQS) awards paid directly to the student. They exclude funding from sources where students are paid directly (other than the Provincial agencies) and financial support received from affiliated hospitals/research institutes. A breakdown of PhD financial support by discipline (excluding Health Sciences¹) is provided below (Figures 7b-d).

¹ Financial support data for affiliated hospitals/research institutes is currently not available.

FIG 7b. Humanities: 2017/18 Average PhD Financial Support for International vs Quebec, Canadian and International Fee Exempt Students



Support Type Grouped

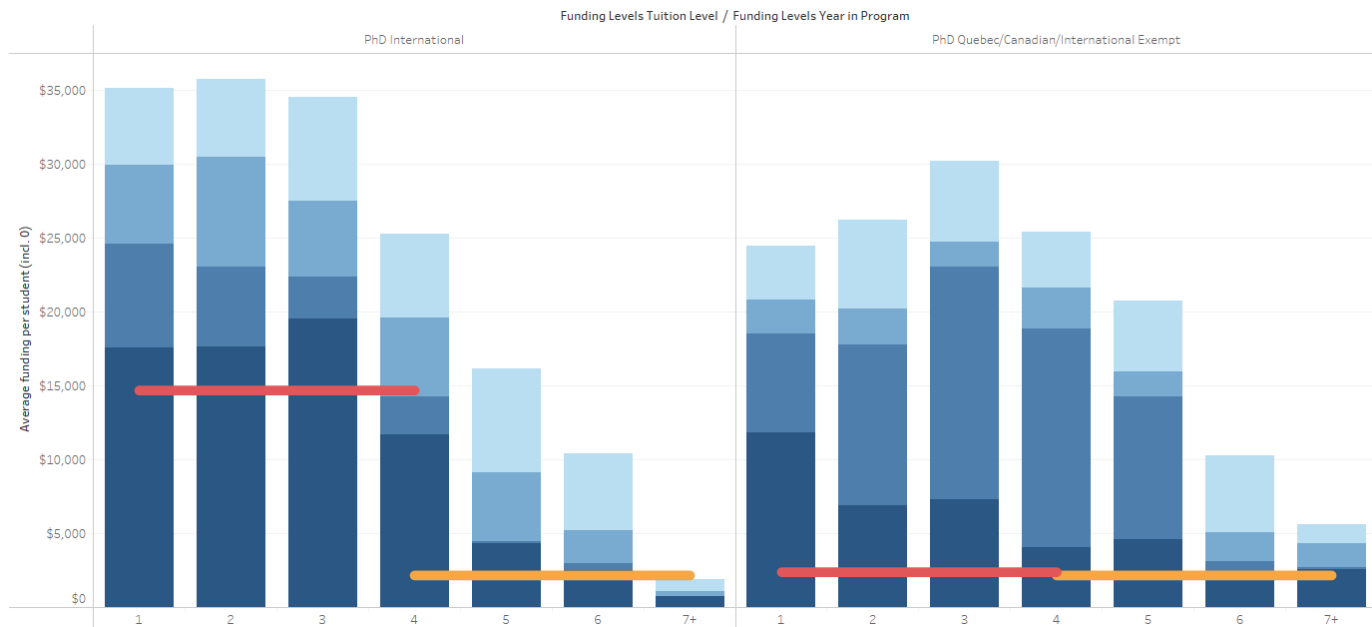
- Employment Income
- Research Stipend
- External Awards
- Internal Awards

Tuition (excl. fees)

- PhD Tuition (Thesis Full-Time)
- PhD Tuition (Thesis Additional Session)

Fall 2017 Full-time PhD enrolment: 370

FIG 7c. Social Sciences: 2017/18 Average PhD Financial Support for International vs Quebec, Canadian and International Fee Exempt Students



Support Type Grouped

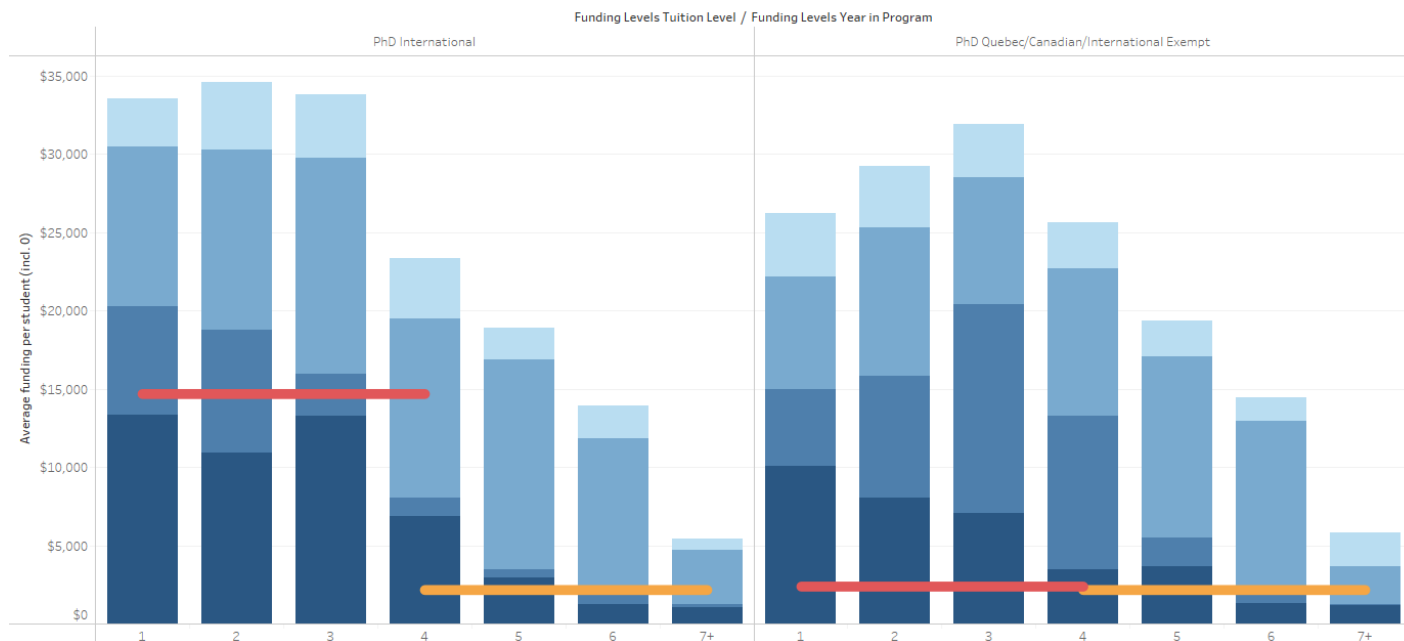
- Employment Income
- Research Stipend
- External Awards
- Internal Awards

Tuition (excl. fees)

- PhD Tuition (Thesis Full-Time)
- PhD Tuition (Thesis Additional Session)

Fall 2017 Full-time PhD enrolment: 625

FIG 7d. Physical Sciences: 2017/18 Average PhD Financial Support for International vs Quebec, Canadian and International Fee Exempt Students



Support Type Grouped

- Employment Income
- Research Stipend
- External Awards
- Internal Awards

Tuition (excl. fees)

- PhD Tuition (Thesis Full-Time)
- PhD Tuition (Thesis Additional Session)

Fall 2017 Full-time PhD enrolment: 1,059

GPS works with Faculties and graduate units to increase McGill’s success rates in external funding competitions. The best graduate students recruited to McGill go on to win external awards in provincial, national and international competitions, which in turn increases the overall funding available to support our graduate students. External funding represents nearly 22% of all graduate student funding.

McGill is a sought-after partner for international government agencies looking for academic partnerships with top institutions. Such arrangements allow McGill to provide better funding for its international student cohort. McGill has longstanding agreements with agencies such as the China Scholarship Council (CSC) and CONACyT that provide partial or full funding for top graduate students from China (Table 4) and Mexico (Table 5) respectively. Several other agreements have been signed or are being actively pursued to increase the level of financial support available for international recruits. These external fellowships currently total more than \$3M per year of funding.

Table 4. China Scholarship Council (CSC) Joint Scholarship Program

Fellowship	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards
CSC new awards	20	\$403,020	11	\$220,539	7	\$140,742	13	\$262,509	17	\$343,281	5	\$101,475
CSC ongoing awards	21	\$423,171	32	\$641,568	36	\$723,816	34	\$686,562	28	\$565,404	29	\$588,555
CSC Total awards	41	\$826,191	43	\$862,107	43	\$864,558	47	\$949,071	45	\$908,685	34	\$690,030
PBEEE ₁ new awards	1	\$25,000	1	\$25,000	1	\$25,000	0	\$0	1	\$50,000	0	\$0
PBEEE ongoing awards	1	\$25,000	2	\$50,000	2	\$50,000	2	\$50,000	1	\$25,000	1	\$50,000
PBEEE Total awards	2	\$50,000	3	\$75,000	3	\$75,000	2	\$50,000	2	\$75,000	1	\$50,000
Total new awards	21	\$428,020	12	\$245,539	8	\$165,742	13	\$262,509	18	\$393,281	5	\$101,475
Total ongoing awards	22	\$448,171	34	\$691,568	38	\$773,816	36	\$736,562	29	\$590,404	30	\$638,555
Total awards	43	\$876,191	46	\$907,000	46	\$939,558	49	\$999,071	47	\$983,685	35	\$740,030

Note:

1. PBEEE is the Merit scholarship program for international students under the collaborative agreement between Ministère de l'Éducation et de l'Enseignement supérieur du Québec (MEES) and the China Scholarship Council (CSC)

Table 5. CONACyT Graduate Fellowship Program

Fellowship	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards
CONACyT ₁ new awards	12	\$327,063	13	\$386,427	15	\$440,272	9	\$269,789	18	\$455,319	28	\$660,180
CONACyT ongoing awards	12	\$265,563	16	\$395,181	26	\$775,428	33	\$876,671	25	\$667,223	31	\$804,606
CONACyT total awards	24	\$592,626	29	\$781,607	41	\$1,215,700	42	\$1,146,461	43	\$1,122,542	59	\$1,464,786
PBEEE ₂ new awards	2	\$50,000	3	\$75,000	2	\$50,000	2	\$50,000	10*	\$250,000	0	\$0
PBEEE ongoing awards	3	\$75,000	3	\$75,000	5	\$125,000	5	\$125,000	4	\$100,000	12	\$300,000
PBEEE total awards	5	\$125,000	6	\$150,000	7	\$175,000	7	\$175,000	14	\$350,000	12	\$300,000
Total new awards	14	\$377,063	16	\$461,427	17	\$490,272	11	\$319,789	20	\$705,319	28	\$660,180
Total ongoing awards	15	\$340,563	19	\$470,181	31	\$900,428	38	\$1,001,671	29	\$767,223	43	\$1,104,606
Total awards	29	\$717,626	35	\$907,000	48	\$1,390,700	49	\$1,321,461	49	\$1,472,542	71	\$1,764,786

Notes:

1. CONACyT provides funding for tuition, fees and Health insurance up to 715 USD. It also provides recipients with a monthly stipend of 1,100USD (conversion to CAD was done for each year on the exchange rate of Sep.1 of that year).
2. The Merit scholarship program for international students (PBEEE) under the collaborative agreement between Ministère de l'Éducation et de l'Enseignement supérieur du Québec (MEES) and the Mexican Government.

* In 2017-18, due to an error from CONACyT, 8 students were nominated for funding from PBEEE in addition to their CONACyT funding. They will only be receiving PBEEE funding as of 2018-19.

3. Oversight for the quality of graduate education at McGill

GPS is responsible for ensuring university-wide quality assurance through the following:

Supervision - The supervisory relationship is at the core of graduate education and postdoctoral training. In collaboration with Teaching and Learning Services (TLS), GPS provides ongoing support and training for both supervisors and supervisees. A university-wide Mandatory Orientation for New Supervisors (for tenure-track faculty hired since January 2015) is held twice a year with approximately 50 supervisors in attendance each time. In addition, centrally offered TLS-GPS supervision workshops continue to be tailored for specific Faculties. Topics include Supervisory Alliance, Clarifying Expectations, Conflict Resolution, and Supporting Students at Risk.

Exceptional supervisors who have been nominated for the Carrie M. Derick and David Thomson Awards for Graduate Supervision and Teaching are showcased on the [Grad Supervision website](#). McGill supervisors have received external recognition, as well. Following on Julie Cumming (Schulich School of Music) in 2017, Victoria Talwar (Faculty of Education) won the 2018 Graduate Teaching Award (Doctoral level) from the Northeastern Association of Graduate Schools (NAGS). The 2019 NAGS Graduate Teaching Award (Master's level) has just been given to Tamara Sussman (School of Social Work).

An online orientation module for incoming graduate students, called GradLife Orientation, is housed on MyCourses. This includes a mandatory video on graduate supervision.

Program approvals - GPS works with academic units to design and/or revise graduate programs to meet the demands of new student populations. Since 2017, GPS has guided the development of dossiers for the existing large *ad hoc* doctoral programs. Among these, the PhD in Kinesiology Sciences is awaiting final approval by the Ministry of Education, while the PhD in Urban Planning, Design and Policy has been approved by the Bureau de coopération interuniversitaire (BCI) and will be submitted shortly for Ministry approval. The PhD in Mental Health and the PhD in Dental Sciences are undergoing review by the BCI. Notably, the PhD in Quantitative Life Sciences (QLS) received Ministry approval in February 2019. QLS is the first interdisciplinary, interfaculty graduate program at McGill designed from the ground up; the proposal capitalized on the framework developed by GPS for such programs.

GPS also leads the discussion and planning of new graduate programs with key international partners. In 2018, the Kyoto-McGill International Collaborative Program in Genomic Medicine was established as a joint PhD to offer graduate students a unique training opportunity at the interface between genetics and genomics, exploiting high throughput experimental methodologies, and quantitative analysis in biomedicine.

Similarly, GPS has played a pivotal role in the development of the dual Master's between the McGill Department of Epidemiology, Biostatistics and Occupational Health and the Graduate School of Digital Public Health at the Université de Bordeaux, which received one of the 29 grants awarded by the French government under the national initiative "Programme d'Investissements d'Avenir".

Graduate policies and regulations - GPS is responsible for developing and revising policies, and for coordinating the implementation of policy changes across the graduate community. GPS ensures adherence to graduate policies and regulations by providing regulatory understanding and guidance to graduate units. GPS also provides training for both academic (Graduate Program Directors) and administrative (Graduate Program Coordinators) staff throughout the year. Twice a year, GPS holds GPD Primers for newly appointed GPDs. GPD Tips and Tricks are bimonthly Q&A sessions with GPS Associate Deans addressing any questions and concerns the GPDs may have. A day-long workshop is offered to GPCs once a year, with shorter thematic information and training sessions provided at various points during the academic year.

Academic success of graduate students – In collaboration with McGill IT Services and Enrolment Services, GPS has launched [myProgress](#), the Graduate Milestones project that provides the McGill graduate community with a comprehensive set of tools for managing and reporting students' progress to degree, starting with the Fall 2017 cohort.

McGill also requires annual tracking of doctoral students' progress toward the degree. GPS has developed a single streamlined Graduate Student Research Progress Tracking form to be used during face-to-face meetings between the doctoral student, supervisor, and at least one other departmental representative. Having written agreed-upon expectations and clearly defined requirements aids in reducing times to completion and leads to fewer supervisor-supervisee misunderstandings. Completion of the Progress Tracking form is recorded in myProgress.

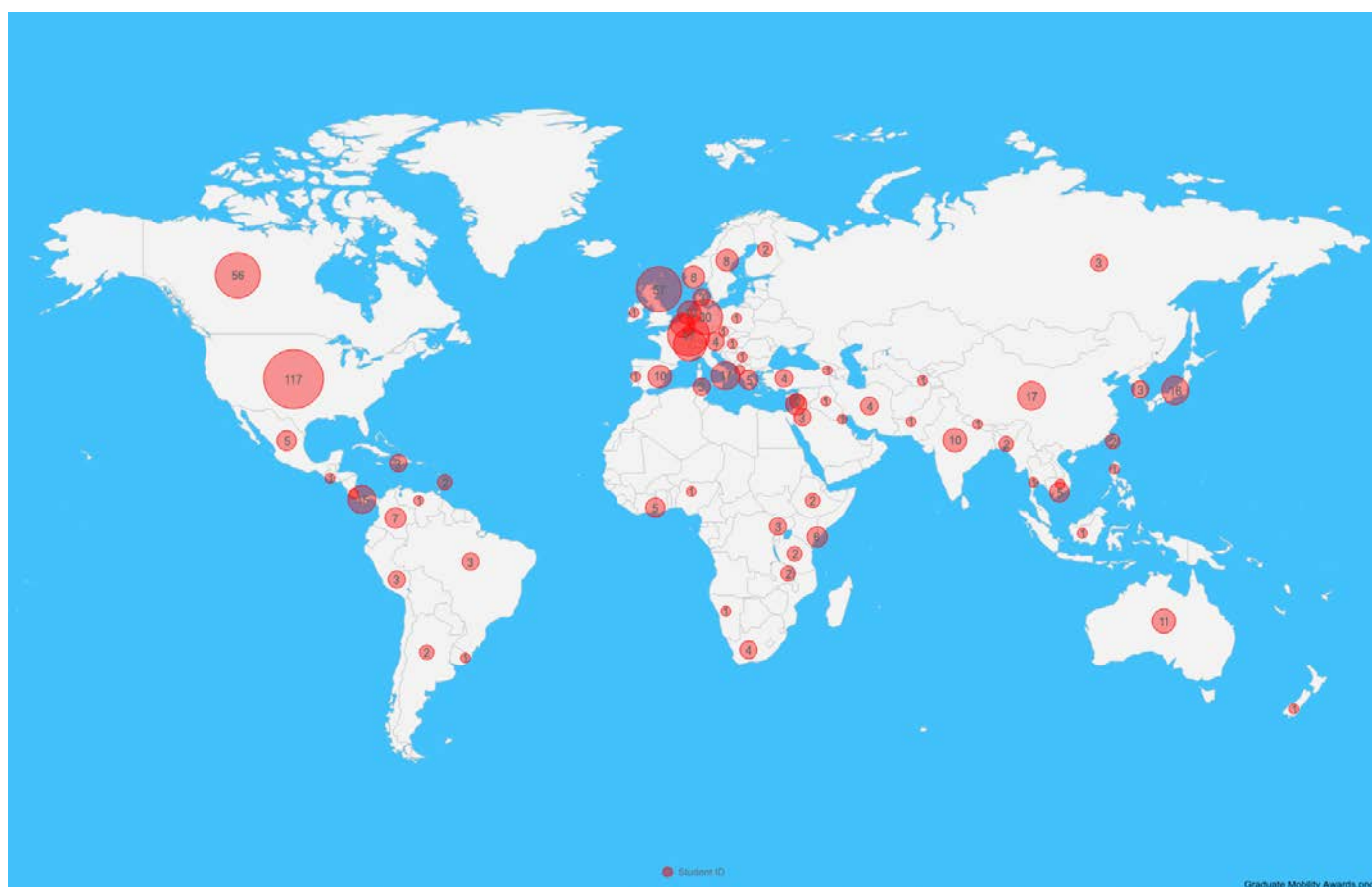
The logo for myProgress features the text "myProgress" in a bold, red, sans-serif font. To the right of the text is a graphic consisting of a series of grey circles of varying sizes, arranged in a pattern that suggests a path or a trail leading upwards and to the right.

4. Enhancing the graduate student experience

GPS has launched several initiatives to enhance the graduate student experience. Among these is the increasingly popular Three Minute Thesis (3MT) / Ma thèse en 180 secondes (MT180) competition, run in collaboration with Teaching and Learning Services/ SKILLSETS. Many departments also run their own 3MT. The 3MT competition cultivates graduate students' academic, presentation and research communication skills. Contestants have 3 minutes to present a compelling presentation of the impact of their thesis to a non-specialist audience, using one static slide. All participants receive intensive communication and presentation skills training that prepares them to compete in preliminary heats. Finalists then receive additional one-on-one training prior to the final university-wide competition, and winners go on to represent McGill in regional and national competitions. In 2017, Kashif Khan (Master's student, Department of Experimental Surgery) won the Eastern Regional competition of the Canadian Association of Graduate Schools (CAGS), while in 2018, Jay Olson (PhD student, Department of Psychiatry) went on to win the first prize in North America, awarded by the Council of Graduate Schools (CGS).

The [Graduate Mobility Awards](#) encourage graduate students to study and conduct research abroad as part of their McGill degree program. Over 300 graduate students can benefit from these awards on an annual basis (Figure 8).

FIG 8. Map of locations where graduate mobility awards were held, as of 15-Mar-2019



In line with the McGill Commitment to expand current offerings for developing career-enhancing professional skills of graduate students, GPS has launched [myPath](#), a project to design and implement an Individual Development Plan (IDP) to provide graduate students and postdocs with institutional support in managing their academic, skill-building, and career goals.



Similarly, GPS has launched a [Doctoral Internship Program](#) that offers McGill's doctoral students at the end of their degree the opportunity to learn and grow outside of academia through a remunerated internship of a period of 1 to 3 months. Students have the opportunity to enhance the skills they have developed as graduate students, and to gain new professional expertise that will aid in their transition from university to the workplace. Since the launch of the Doctoral Internship Program in 2017, over 30 students have benefitted from a remunerated internship prior to graduation.

5. Graduate outcomes

Several of the initiatives presented in the previous section were developed in response to requests and recommendations from current and former graduate students. GPS constantly strives to tailor offerings and programs to the needs of the graduate community. The experience and feedback of graduate alumni in this context is invaluable.

Since 2013, GPS has collaborated with Analysis, Budget and Planning (APB) to design, collect, and analyze McGill's Tracking Survey of Graduate Outcomes to help graduate students, supervisors, and administrators better understand the experiences a student has during their graduate career and their transition to post-graduation outcomes. The survey targets both Master's and PhD graduates 2, 5 and 8 years after graduation. While the full survey results will not be released until this summer, preliminary analysis shows that the majority of McGill graduate degree holders are both consistently employed and satisfied with their current work.

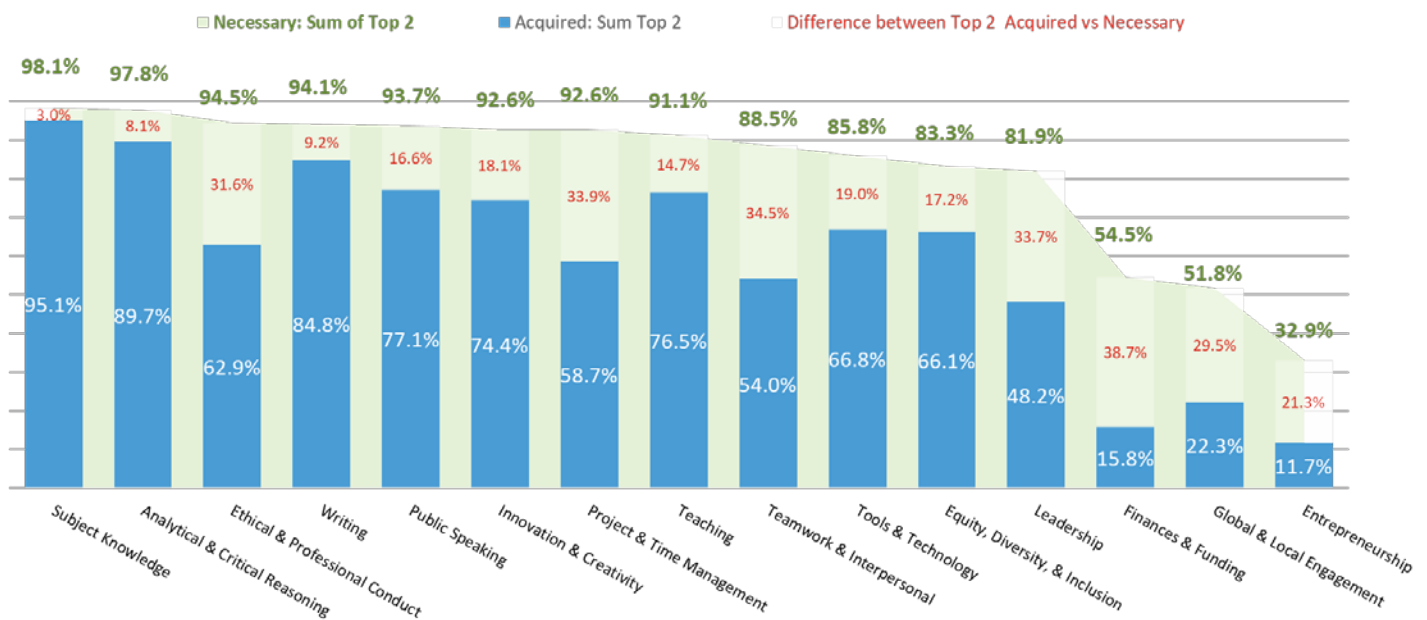
The scope of the Graduate Outcomes Survey extends beyond gathering broad information on outcomes, and includes a variety of questions on the graduate experience and current occupation. Of particular interest, respondents were asked to rate:

- How much did your university experience (academic or co/extra-curricular) contribute to your development of the following skills? (Q2) Total n=310
- How important are the following skills to your current position, if applicable? (Q21) Total n=264

The items presented for these questions were pulled from the [Individual Development Framework](#), and provide valuable insight on what types of skills are being used by PhDs in the workforce.

Below is a chart that compares the top two responses for skills acquired while at McGill (A great deal, Considerably) with the top two responses for skills necessary for current position (Required, Important). There appears to be strong alignment between the skills respondents say they acquired and the skills that they ultimately end up using in their occupation: For example, 98.1% of respondents said that Subject Knowledge is “Required” or “Important” for their current occupation, and 95.1% said that their university experience contributed “A great deal” or “Considerably” to their Subject Knowledge skills. The top 5 skills being used by PhDs in the workforce are: Subject Knowledge, Analytical & Critical Reasoning, Ethical & Professional Conduct, Writing, and Public Speaking (Figure 9).

FIG 9. Doctoral Abilities: Acquired vs. Necessary



Note: These results include all respondents (PhD graduates from all disciplines working in all sectors).

Since 2015, McGill has also played a leading role in a national project entitled [TRaCE](#), which seeks to collect data about the career pathways of PhD graduates in the Humanities, Social Sciences, and Fine Arts across Canada. TRaCE is the first PhD tracking project in the world to combine data collection and large-scale narrative knowledge gathering. The narratives collected add personal stories (graduates’ pathways to, through and from their PhD programs) to the store of statistical data about PhD graduates in Canada. Going forward, GPS will support TRaCE McGill (project led by Prof. Paul Yachnin from the Faculty of Arts) to track, report and connect on McGill PhD’s across all Faculties. The campus-wide project will start in 2019 and is expected to conclude in 2021.

Conclusion: way forward

GPS priorities focus on recruiting top graduate students by maximizing graduate student support. In order to support the recruitment objective, emphasis will continue to be put on the strategic use of internal funds at the Faculty level and increasing McGill's success rates in external funding competitions. Agreements with sponsoring agencies will be sought to provide additional funding for international students.

In addition, GPS will pursue its work on graduate supervision, clarifying policies and procedures to help students graduate in a timely fashion. GPS will continue to promote best practices in supervision through [Supervision Snapshots](#) and by nominating exceptional supervisors for external awards.

GPS will also continue advising graduate units on their program revisions and provide support throughout the process leading to the creation of new graduate programs. Emphasis will be placed on supporting international initiatives (cotuelles, joint/dual degrees) that contribute to enriched learning opportunities.

Finally, through its partnerships with TLS, SKILLSETS and CaPS, GPS will put emphasis on supporting the academic and professional development of McGill's graduate students in order to better prepare them for their future careers. McGill's ability to provide graduate students with the skillsets needed to succeed in jobs that are increasingly found outside academia will contribute to positioning the university as a leader in graduate education in Canada.