



Memorandum

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Graduate and Postdoctoral Studies
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TO: Senate

FROM: Dr. Josephine Nalbantoglu, Associate Provost (Graduate Education) and Dean,
Graduate and Postdoctoral Studies

SUBJECT: Annual report from Graduate and Postdoctoral Studies

DATE: March 23, 2022

DOCUMENT #: D21-45

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Annual report from Graduate and Postdoctoral Studies

BACKGROUND & RATIONALE The annual report from Graduate and Postdoctoral Studies (GPS) provides the Senators with information on strategic priorities and the role of GPS in the McGill community. In 2021 GPS implemented several new measures to support graduate student success and strengthened existing measures to enhance clarity and transparency in graduate education.

As in previous years, the report also presents graduate education statistics with a focus on five-year trends in several key areas: admissions, enrolment, and graduate funding.

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 2023.

MOTION OR RESOLUTION FOR APPROVAL This item is presented for information.

APPENDICES Appendix A: Annual Report from Graduate and Postdoctoral Studies

ANNUAL REPORT 2021



McGill

Graduate and
Postdoctoral Studies

D21-45 Appendix A



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Introduction

Graduate students constitute a quarter of McGill's total student population and play a key role in advancing the University's research enterprise. The annual report of Graduate and Postdoctoral Studies (GPS) provides an overview of graduate education at McGill from recruitment to retention to successful degree completion.

The report opens with a restatement of GPS's mission and strategic priorities, and reflects on the ways the past two years have clarified these priorities going forward. In 2021 GPS implemented several new measures to support graduate student success and strengthened existing measures to enhance clarity and transparency in graduate education.

As in previous years, the report also presents graduate education statistics with a focus on five-year trends in several key areas: admissions, enrolment, and graduate funding.

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.

GPS priorities

GPS supports the McGill graduate community in many ways (Figure 1). These priorities, maintained during the pandemic, focus around four main areas:

- Recruitment and retention of the best and brightest Master's and PhD students
- Strategic initiatives undertaken to constantly improve the graduate student experience
- Provision of regulatory understanding and oversight of graduate policies and regulations
- Advocacy for the cause of graduate education

Several outreach initiatives implemented during the early months of the pandemic have also been maintained to support the McGill graduate community. Yield webinars held during the spring and early summer engaged newly admitted students through sessions tailored according to their concerns. Weekly drop-in sessions have also been offered to academic (Graduate Program Directors) and administrative (Graduate Program Coordinators) staff throughout the year.

GPS remains active in external networks as well. The Dean of GPS currently serves as the President of ADESAQ (*Association des doyennes et des doyens des études supérieures du Québec*) and sits on the Graduate Deans Executive Committee of AAU (Association of American Universities).

FIG 1: GPS Priorities



Graduate education at McGill

Recruiting the best and the brightest

McGill strives to recruit and retain the best and the brightest graduate students to pursue the university's tradition of excellence. Over the past year, GPS has made significant efforts to develop a graduate recruitment strategy and implement targeted initiatives to increase the applicant pool. Taking full advantage of the university's new Student Relationship Management platform (Slate), which provides an integrated system for recruitment events and related communications as well as detailed analytics for prospect management, several initiatives have been rolled out to support the goal of maintaining McGill's position as the university of choice in an increasingly competitive market.

In Fall 2021, GPS rolled out the [Future Grads Network](#) which allows prospective students to sign up to a mailing list to learn more about the graduate experience and applying to McGill. The network has attracted nearly 3,000 registrations from all over the world in just five months. As part of this outreach effort, GPS deployed an email campaign targeting applicants for Summer and Fall 2022. Over 15,000 emails were delivered over a period of five months (Figure 2). A further 7,400 emails were delivered to applicants with incomplete applications, reminding them of the deadlines and providing links to relevant resources.

FIG 2: Prospective graduate student email campaign

400+ programs to explore [Find yours](#)

Hi Jamie,

We are pleased to announce that applications for Fall 2022 opened today.

We invite you to learn more about our leading graduate-level programs across ten renowned faculties and schools.

[Discover our programs](#)

Made by curiosity and determination. **MADE by McGill**

Unique campuses to explore [Take a virtual tour](#)

Hi Jamie,

McGill's unique campuses are home to state-of-the-art facilities and lush green spaces. Our main campus is located in the heart of vibrant downtown Montreal, whereas our agricultural-focused Macdonald Campus sits on an expansive waterfront property in suburban Montreal.

Explore your faculty of interest and discover student life at McGill by taking a virtual tour.

[Take a virtual tour](#)

Made on a campus that inspires and engages. **MADE by McGill**

Graduate funding opportunities [Explore options](#)

Hi Jamie,

Graduate-level funding is a key contributor to your success at McGill.

Each year, McGill graduate students benefit from funding packages which may cover tuition, fees, and even living expenses.

Whether you are exploring internal fellowships, external awards or international sponsorship agreements, we can support and guide you through the funding process.

[Learn how McGill can support your studies](#)

Made by opportunities that open doors. **MADE by McGill**

Your roadmap to success [Discover myPath](#)

Hi Jamie,

Your PhD is a period of personal, professional, and academic development. Throughout your degree, your priorities and goals may change.

McGill PhD students utilize myPath, a toolkit that provides them with ways to identify their goals and stay on track. Using myPath, you will build an Individual Development Plan adapted to your unique learning style, aims, and interests â€” it serves as a roadmap to achieving goals throughout your PhD.

[Explore myPath](#)

Made by forging your own path. **MADE by McGill**

Preparing your McGill application [Get started](#)

Hi Jamie,

Deadlines to apply are quickly approaching. Submitting a strong application requires preparation.

Whether you are curious about our admission requirements, the required supporting documents, or program-specific application deadlines our website can help.

[Learn about applying](#)

Made to learn and discover. **MADE by McGill**

Preparing your McGill application [Get started](#)

Hi Jamie,

Deadlines to apply are quickly approaching. Many programs have deadlines in December or January.

Submitting a strong application requires preparation. It is important to be mindful of admission requirements and the required supporting documents.

To help clarify the process, we invite you to [register](#) for our application-focused events.

[Learn about applying](#)

Made to learn and discover. **MADE by McGill**

Upcoming application deadlines

Hi Jamie,

The application deadline to start certain programs at McGill in 2022 is quickly approaching. Applying to a graduate program is an important decision which includes many steps.

Below we invite you to discover a few important resources to guide you through the graduate application process:

- [Pre-recorded application events](#)
- [Program-specific information sessions](#)
- [How to apply](#)
- [Funding information](#)
- [International students](#)

Made to dare and innovate. **MADE by McGill**

Our graduates in the spotlight

Hi Jamie,

McGill is home to a diverse student community who excel in their own right. A few weeks ago, many of them joined the Class of 2021 as graduates.

Discover a few of their exceptional profiles as they discuss their McGill experience:

- [Chen Yang \(PhD, Kinesiology\)](#)
- [Vivianne Yao \(MBA\) and Emily Gogarty \(MBA\)](#)
- [Mithura Sanmugalingam \(MA, Educational Leadership\)](#)

Made to excel and succeed. **MADE by McGill**

Several recruitment events have also been organized on the Slate platform. A series of three Graduate Application Events was held multiple times to accommodate applicants from different time zones, and recordings of the sessions were later made available via the [Future Graduate Students website](#). There were close to 3,200 combined registrations for the live events, while nearly 1,000 applicants submitted a request to receive a link to the pre-recorded sessions. In addition, GPS collaborated with several units to offer program-specific online information sessions which attracted over 400 combined registrations and over 500 recording requests. A series of online yield events is planned for the Spring to engage with students accepted for Fall 2022.

This early engagement with prospective graduate students has allowed GPS to identify target populations within the application pool and offer recruitment awards to encourage them to choose McGill. The [Indigenous Graduate Excellence Recruitment Fellowship](#) is offered to self-identified Indigenous applicants who confirm their offer and register in a graduate program at McGill. As part of the university's Action Plan to Address Anti-Black Racism, GPS offers [Graduate Excellence Recruitment Awards for Black applicants](#) to McGill's graduate programs, based on departmental nomination. Finally, exceptional students shortlisted but not selected as [McCall MacBain Scholars](#) are eligible for a Finalist Award for their studies at McGill.

Innovative programs

To continue to attract top students to McGill, the university must constantly innovate to offer programs that meet their interests. Interdisciplinary programs in particular are sought after by new and diverse student populations. With this in mind, GPS works with academic units to design and/or revise graduate programs, ensuring timely progression from the proposal stage through to university committee approvals. Over the past year, GPS has facilitated dossier preparation and submission for several new interdisciplinary MAs:

- International Development
- Digital Humanities
- Gender, Sexuality, Feminist and Social Justice Studies

These programs are now undergoing review by the Bureau de coopération interuniversitaire (BCI) before submission for Ministry approval.

A framework for a Cumulative or Stackable Master's degree was approved by Senate in 2020 as a new pathway towards acquiring an existing Master's Degree. A Cumulative Master's degree is obtained through a coherent and thematic selection of certificates and diplomas, which are combined or "stacked" together to comprise a degree that is specialized in nature, flexible in completion times, and contains recognized intermissions of achievement. The objective is to give better access to higher education to clientele that would not necessarily consider pursuing graduate studies. It is also attractive for working professionals seeking additional credentials. GPS is working with units interested in offering a Cumulative Master's to propose these alternative pathways to new student populations. The first approved Cumulative Master's is offered in Educational Leadership, with the first cohort graduating in February 2022.

Supporting student success

GPS wants graduate students to have a meaningful McGill experience, knowing no experience will be identical and no one outcome is guaranteed. Several tools are in place to help ensure students in thesis programs have consistent support and feedback throughout their programs.



To support successful program completion, GPS sponsored the development of myProgress, a web-based tool that allows graduate students and their supervisors to track and monitor degree progress.



All students admitted to a Master's or PhD program as of Fall 2017 have their academic record in myProgress with degree milestone completion tracked through the platform. In addition, McGill requires annual tracking of doctoral students' progress toward the degree. To streamline this process, GPS has developed a single 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.

A Letter of Understanding (LOU) provides a framework for supervisors and students to establish mutual expectations at the beginning of a graduate program. Having written agreed-upon expectations and clearly defined goals and requirements aids in reducing times to completion and leads to fewer supervisor-supervisee misunderstandings. LOUs are recommended for any graduate student undertaking supervised thesis research. Many departments adopted Letter of Understanding templates in 2019 and starting in 2020, LOUs were required for new PhD students. As of January 2022, 89% of PhD students required to complete a Letter of Understanding had met this milestone on myProgress.

Copies of Progress Tracking forms and Letters of Understanding are uploaded to myProgress as part of the student's electronic file.



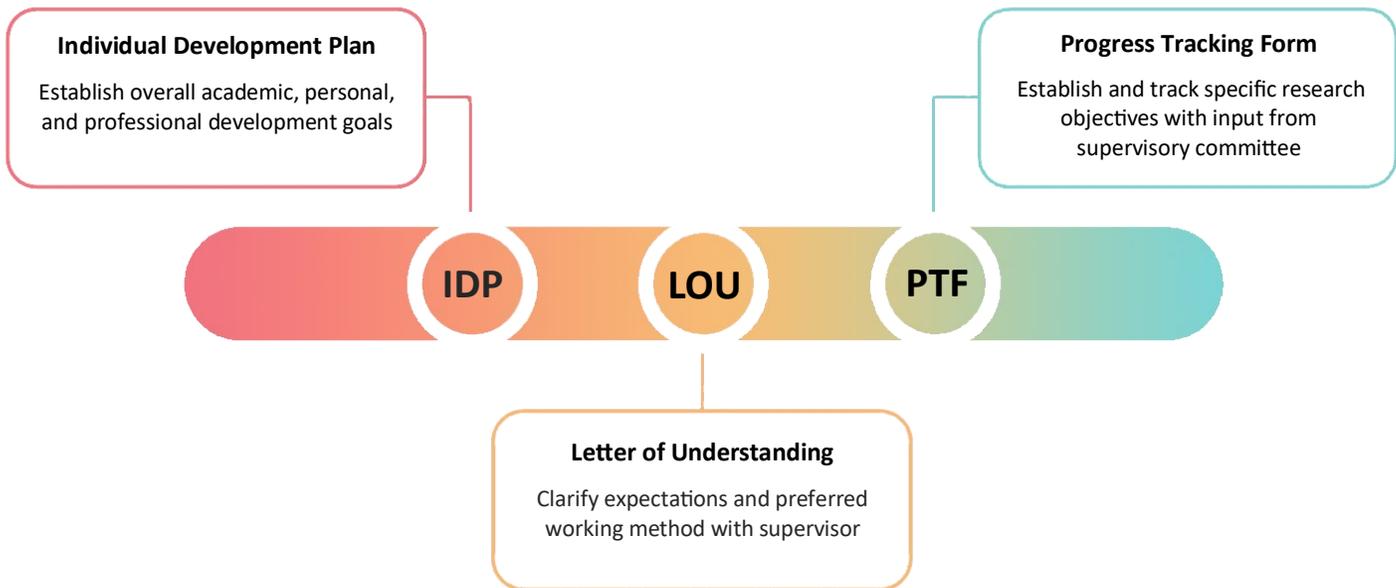
An Individual Development Plan (IDP) is a tool designed to help graduate students identify their goal priorities for the coming year, establish a plan for how they will attain their goals, and to track their progress.

[myPath](#), launched in Fall 2019, was developed to provide students with a variety of approaches to the creation of their IDP by offering a network of tools and programming that appeals to the diverse range of needs and learning styles of students. myPath focuses not only on academic goals, but also on setting goals that will help students maintain their wellbeing, as well as goals centered on professional development that may or may not be related to their academic goals.

Participation in the myPath programming doubled from 514 in 2019-20 to 1146 in 2020-21. A comprehensive program evaluation was conducted by an external team which reported that the tools and programming are all high quality: grounded in literature, engaging, and students' feedback is extremely positive.

The IDP, the LOU and the Progress Tracking Form are complementary tools available to all thesis students (Figure 3). They are further presented in "[Making the most of your doctoral experience: How to use the IDP, LOU, and PTF.](#)"

FIG 3: Progressing in a thesis program



Supervision

Supervisory relationships are the backbone of graduate student success. GPS provides a variety of supports for students building productive relationships with their supervisors as well as for supervisors developing their practice.

Students

In 2021, GPS continued to offer supervision workshops for students in partnership with [SKILLSETS](#). Interactive, case-study based workshops like “Getting Started with Supervision” provide a space for new students to discuss crucial first steps in supervised research, like setting up regular communication with a supervisor and discussing expectations via a Letter of Understanding. Workshops like “Sustaining Supervision” invite upper year students to think through how their relationship with their supervisor is evolving over time, how to adjust to evolving expectations and circumstances, and how to maintain motivation over the course of a project that often spans multiple years. In “Getting the Best out of Your Supervisor”, current students and a GPS Associate Dean answer student questions in a panel format.

Supervisors

For supervisors, GPS launched a new myCourses module titled *Graduate Supervision @ McGill: Policies and Best Practices*. This training module introduces new faculty members to the policies and resources they will need in their role as graduate supervisors at McGill. The module is paired with an in-person, discussion-based workshop where supervisors who are new to McGill (but not necessarily new to supervision) will discuss case studies and develop best practices in graduate student teaching and mentorship.

Award-winning Supervision

GPS celebrates exemplary supervisory practices in the McGill community. The [Supervision Snapshots](#) website profiles past winners and nominees of the Carrie M. Derick and David Thomson Awards for Graduate Supervision and Teaching, as well as winners of [external awards](#), sharing their teaching philosophy and student testimonials (Figure 4).

FIG 4: Winners of 2021 supervision awards



Prof. Philip S. S. Howard, Department of Integrated Studies in Education
2021 Winner of the Carrie M. Derick Award



My teaching philosophy considers students who do not fit profiles of the “traditional” or “typical” student, and who face structural barriers, offering them robust support the moment that they contact me to explore supervision.



Prof. Fabien Gélinas, Faculty of Law
2021 Winner of the David Thomson Award



The core of my philosophy is informed by the realization that in order to succeed and flourish, graduate students require a combination of factors that is unique to them.



Prof. Pierre Pluye, Family Medicine
2021 Winner of the NAGS Graduate Faculty Teaching Award—Doctoral Level



I believe that students learn best when they have opportunities to reflect on their own practice, in particular when they are in contact with their peers.



The *Northeastern Association of Graduate Schools* (NAGS) is one of four regional affiliates of the *Council of Graduate Schools* (CGS) and includes members from both Canada and the United States. Each year NAGS recognizes the contributions of faculty members to graduate education. Several McGill professors have received a NAGS award over the past few years:

- Tamara Sussman, School of Social Work (2019 Graduate Faculty Teaching Award — Master’s Level)
- Victoria Talwar, Faculty of Education (2018 Graduate Faculty Teaching Award — Doctoral Level)
- Julie Cumming, Schulich School of Music (2017 Graduate Faculty Teaching Award — Doctoral Level)

The McGill graduate experience

The Canadian Graduate and Professional Students Survey (CGPSS) provides quantitative data on various aspects of the graduate student experience in Canadian universities. The CGPSS is administered every three years and McGill's results are available on [Analysis, Planning and Budget's website](#). Results of 2019 CGPSS Data indicate that PhD students are seeking more professional development opportunities and career advice from their supervisors.

GPS has responded to this need in several ways. As early as 2016/2017, new experiential opportunities were introduced to enhance the McGill graduate experience. The [Graduate Mobility Awards](#) encourage graduate students to study and conduct research abroad as part of their McGill degree program. These international experiences help students enlarge and develop their own networks, crucial for their professional development. Since October 2016, the Graduate Mobility Award has funded 1000 students to engage in collaborative research with partners in 88 countries. During the pandemic, part of the Graduate Mobility budget has been made available to promote virtual collaborations with international partners. 76 students have received funding to initiate collaborations in virtual format.

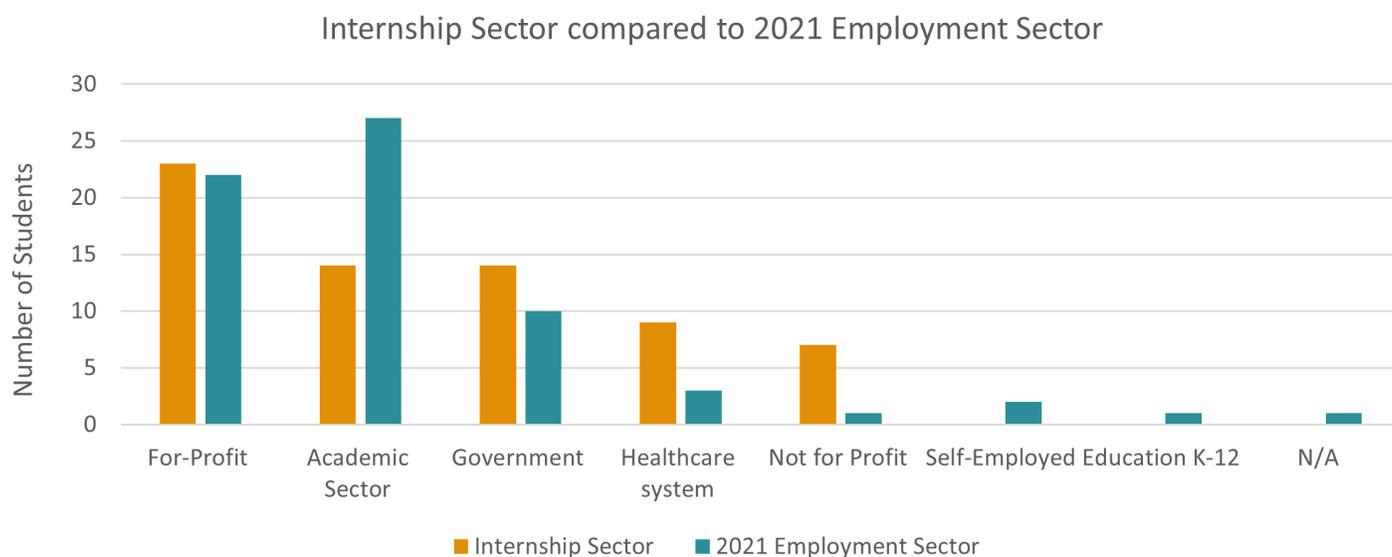


The [Doctoral Internship Program](#) (temporarily expanded to Master's students in 2021) offers graduate students the opportunity to learn and grow outside of academia through a remunerated internship of a period of 1 to 3 months. Students have the opportunity to enhance the skills they have developed as graduate students, and to gain new professional expertise that will aid in their transition from university to the workplace. The idea for the Doctoral Internship Program was suggested by a student Senator during the November 2016 Senate Open Discussion.

Since Fall 2017, over 120 graduate students have benefitted from a remunerated internship. GPS follows up with internship recipients shortly after their internships have ended to learn about their next steps. [The testimonials from students](#) talk about the impact the program has had in their professional development.

Five years after the launch of the program, GPS looked into the career outcomes of internship recipients to gauge whether internships helped students successfully build professional networks and launch careers in their internship sectors or fields. A data scrape of past internship recipients revealed that most former interns are currently working in the same sector or field they interned in, and that fifty percent were later hired by the organizations they interned with (Figure 5).

FIG 5: Doctoral Internship Program outcomes as of Fall 2021



- 50% of interns were later hired by the organizations they interned with
- 7 out of 10 interns are currently working in the same sector or field they interned in

Graduate outcomes – McGill graduates making an impact in the world

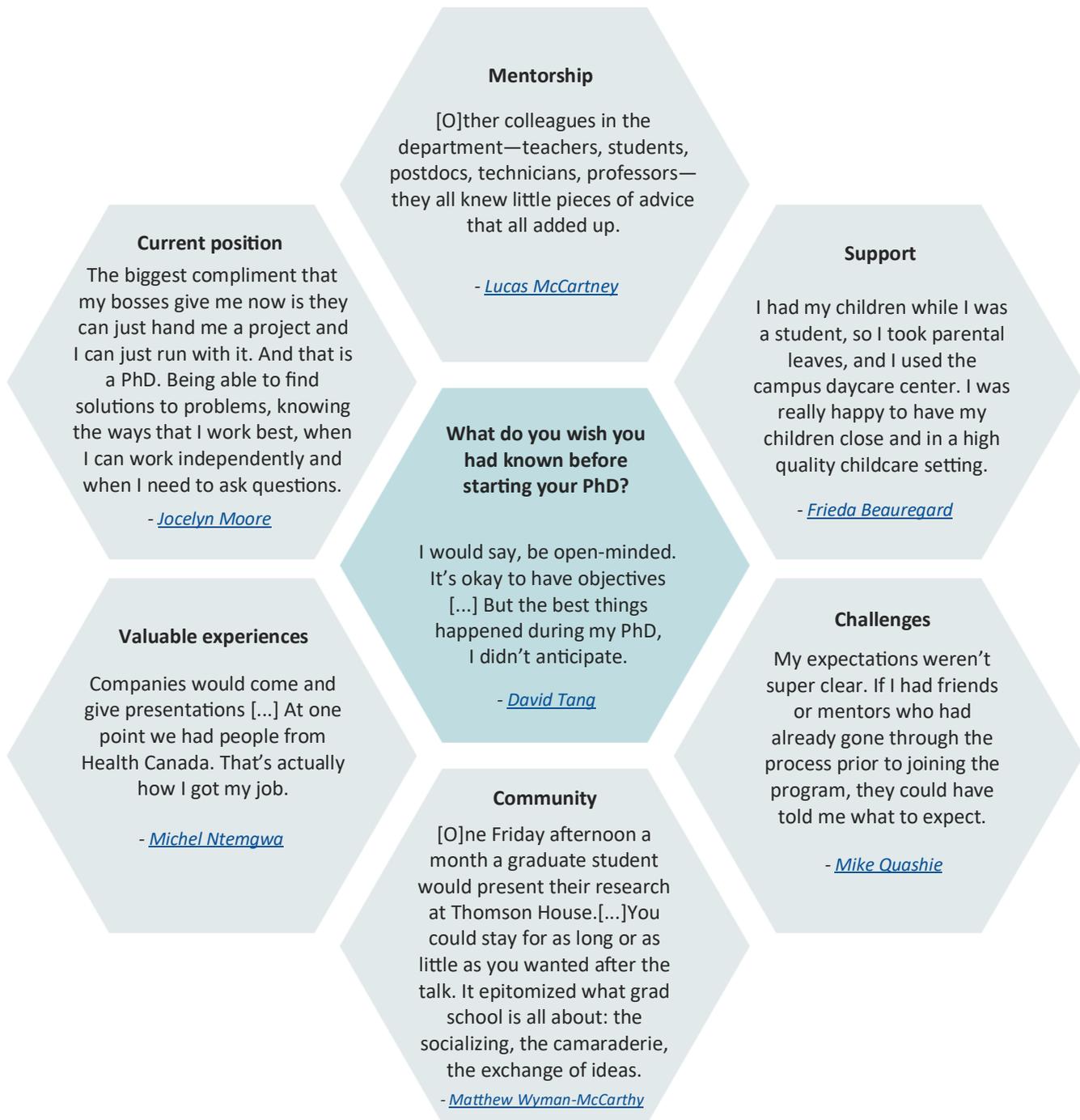
TRaCE McGill – connecting with our alumni

GPS has engaged with McGill’s graduate alumni to share their stories with current and prospective students. In 2020, the TRaCE McGill project tracked the career outcomes of over 4,500 PhDs who graduated from McGill between 2008 and 2018. The [Executive Report](#) provides an overview of the project’s quantitative and qualitative findings. In 2021, the TRaCE McGill project published its final interviews with PhD alumni, and wrapped up the Career Pathways for PhDs event series. These events brought PhD graduates back to their home Faculties for roundtable discussions with graduate student moderators and questions from the audience. Full recordings of past events are available on the [TRaCE McGill website](#).

The TRaCE McGill website also hosts over [100 interviews with PhD graduates](#). The project archive provides current students with the possibility to connect with PhD alumni, and learn about the often unplanned and non-linear career paths PhD graduates take. The interviews also offer the graduates and the graduate community at McGill an opportunity to reflect back on which supports proved most crucial and which aspects of the graduate student experience PhDs value most in their current professional lives.

Figure 6 provides a sample of the feedback and advice different TRaCE participants shared with the McGill community, organized around six core topics they were asked about in the interviews.

FIG 6: TRaCE participant feedback



Banting Postdoctoral Fellowships

A McGill graduate degree equips students to make impactful contributions in their communities. The Banting Postdoctoral Fellowships program recognizes the enormous potential of recent doctoral graduates, as well as their present and future leadership roles in research and social initiatives. Awarded to the very best postdoctoral applicants, nationally and internationally, these prestigious fellowships position postdocs for impactful careers.

Of the 70 Banting postdoctoral fellowships awarded annually, approximately 10% were given to McGill graduates over the past 5 years (Table 1).

TABLE 1: Banting Postdoctoral Fellows Made by McGill (2016-2020)

Year	Name	Institution of Tenure	McGill Degree Level	Department
2020-21	Wynn, Jordana	Harvard	UG	Psychology
2020-21	Brook, Taylor	University of Victoria	UG, M	Music Composition
2020-21	deKock, Leanne	Children's Hospital of Easter Ontario Research Institute	M, PhD	Human Genetics
2020-21	MacKinnon, Anna	University of Calgary	PhD	Psychology
2020-21	Campbell-Duruflé, Christopher	University of Cambridge	UG	Law

2019-20	Beauvais, Edana	Duke University	PDF	Political Science
2019-20	Brun del Re, Ariane	Université de Montréal	M	French
2019-20	Labrecque, Jeremy	Erasmus Universiteit Rotterdam	UG, M, PhD	Epidemiology & Biostatistics
2019-20	McDonough, Evan	Massachusetts Institute of Technology	UG, M, PhD	Physics
2019-20	McDowell, Graham	University of Zurich	UG	Geography
2019-20	Ross, Sara	Dalhousie University	UG	Law
2019-20	Wallace, Lindsay	University of Cambridge	UG, M	Neuroscience
2019-20	Wyman, Joshua	University of Ontario Institute of Technology	M, PhD	School/ Applied Child Psychology

2018-19	Audet, Jean-Nicolas	Rockefeller University	PhD	Biology
2018-19	Bin Dhuban, Khalid	University Health Network (Toronto)	M, PhD	Microbiology & Immunology
2018-19	Fournier, Marc	Université de Sherbrooke	PDF	Biomedical Engineering
2018-19	Gagnon, Alex	Université Laval	PDF	French
2018-19	Kenny, Tiff-Annie	Université Laval	UG, M	Bioresource Engineering
2018-19	McLelland, Gian-Luca	Netherlands Cancer Institute	UG, M, PhD	Neuroscience
2018-19	Morris, John	New York Genome Center	M, PhD	Human Genetics
2018-19	Tremblay, Sébastien	University of Pennsylvania (Philadelphia)	PhD	Neuroscience
2018-19	Yousefi, Nariman	University of Toronto	M, PhD	Chemical Engineering

2017-18	Bujold, Katherine	Northwestern University	UG, PhD	Chemistry
2017-18	Cruceanu, Cristiana	Max Planck Institute of Psychiatry	M, PhD	Human Genetics
2017-18	Dargent, Felipe	University of Ottawa	PhD	Biology
2017-18	Osmond, Matthew	University of California, Davis	M, PhD	Biology
2017-18	Sharpe, Marina	McGill University	UG	Law, Economics
2017-18	Wisnovsky, Simon	Stanford University	UG	Biochemistry

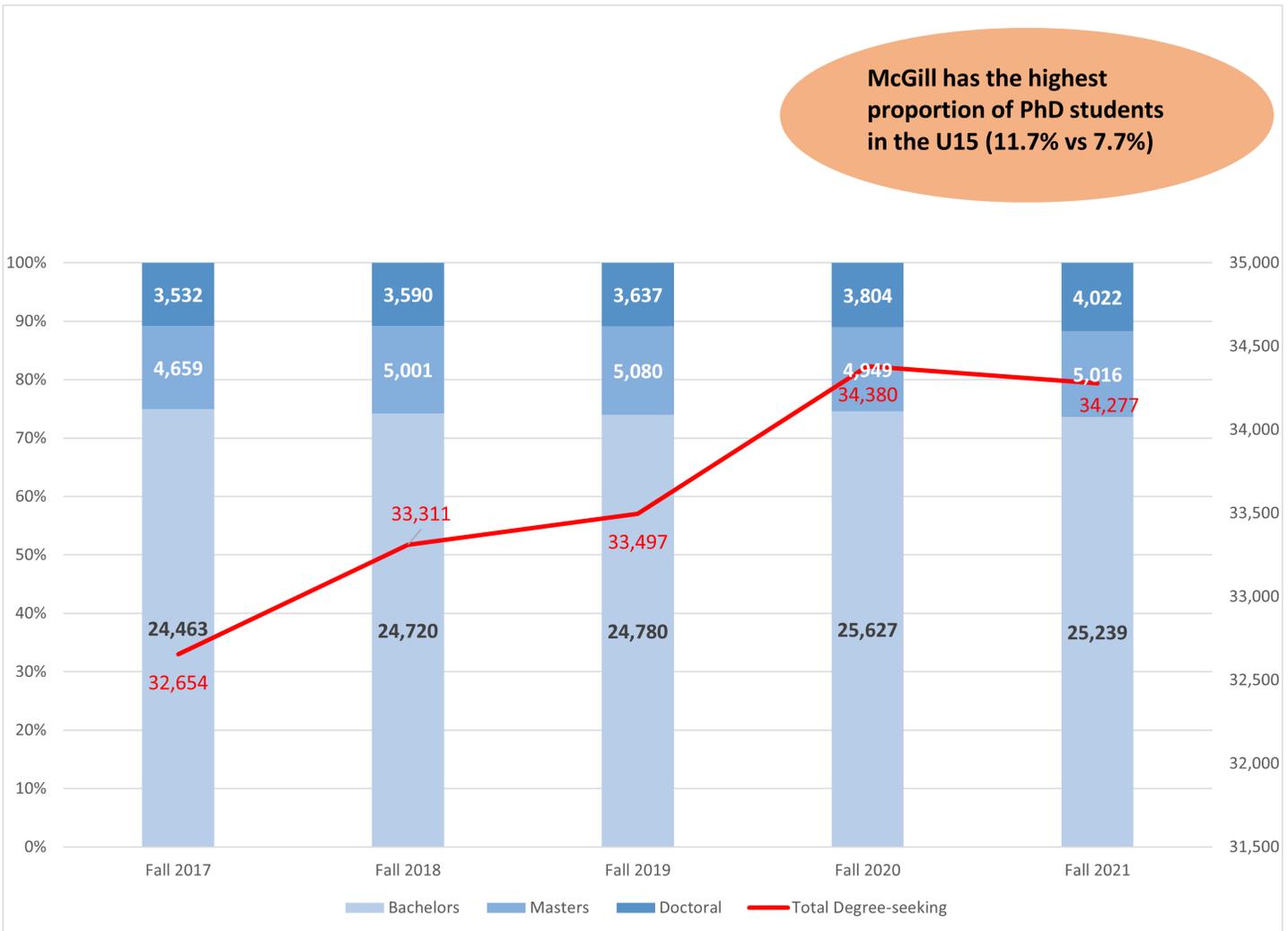
2016-17	Banack, Hailey	University of Buffalo	M, PhD	MA Kinesiology & PhD Epidemiology
2016-17	Salway, Travis	The University of British Columbia	M	Epidemiology
2016-17	Shareck, Martine	University of Toronto	UG	Environment
2016-17	Weilinger, Nicholas	The University of British Columbia	UG	Biology
2016-17	Coffey, Emily	Eberhard Karls Universität, Tübingen	PhD	Neuroscience
2016-17	Freeman, Benjamin	The University of British Columbia	UG	Law
2016-17	Gotanda, Kiyoko	University of Cambridge	UG, PhD	Biology
2016-17	Reshef, Orad	University of Ottawa	UG	Physics
2016-17	Ruiz, Rafico	University of Alberta	UG, PhD	PhD Architecture & Communications Studies

Graduate education statistics

Graduate admissions and enrolment

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 2021, McGill had 9,038 degree-seeking graduate students, with the highest proportion of doctoral students among Canada’s top research universities (U15) (Figure 7).

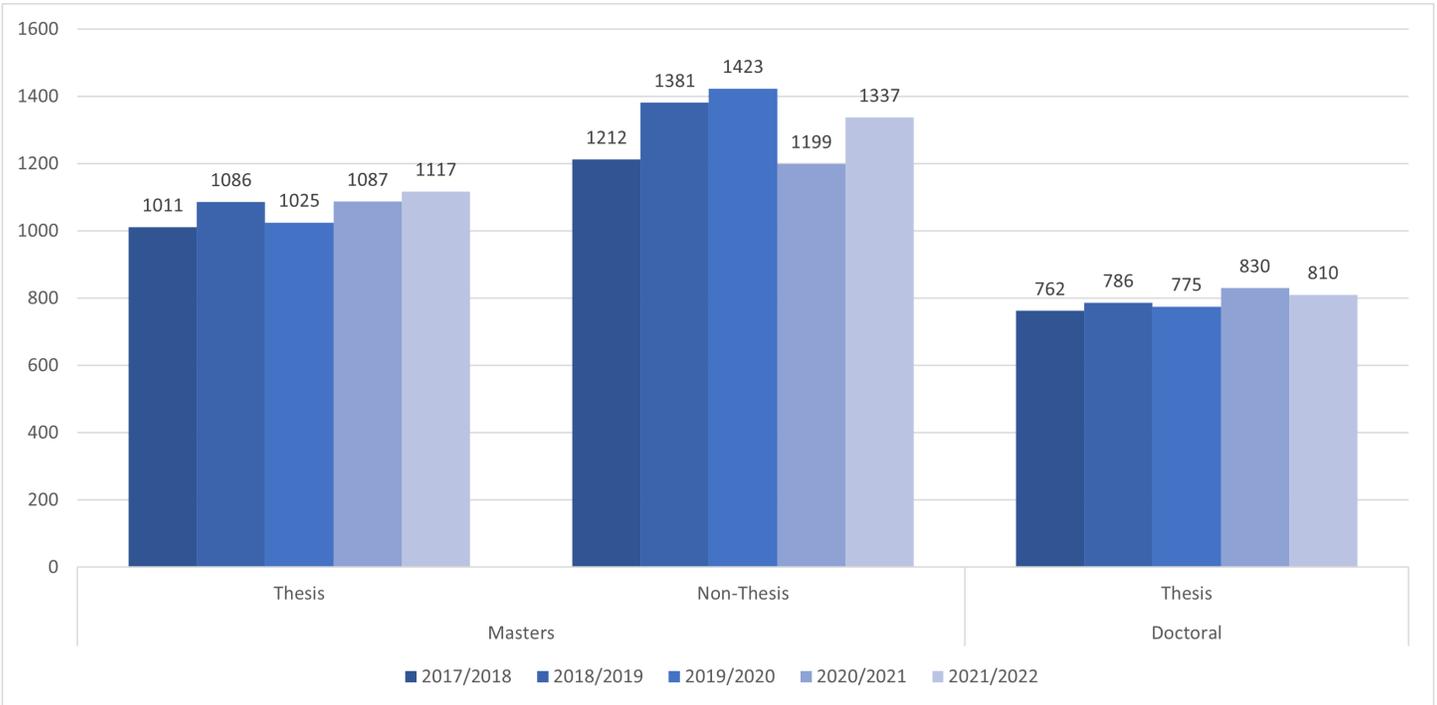
FIG 7: Degree-seeking Enrolment (Bachelor's, Master's and Doctoral Students), 2017 to 2021



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

Over the past five years, new enrolment at both Master’s and doctoral level has increased steadily. New registrations have increased in thesis programs at rates of 10% (Master’s level) and 6% (doctoral level) between 2017 and 2021. After a marked decrease in new non-thesis registrations due to the pandemic in 2020-2021, new enrolment was up again in 2021-2022. High levels of doctoral enrolment were maintained even during the pandemic (Figure 8a).

FIG 8a: New Enrolment – Master’s and Doctoral, 2018 to 2022



Note: Counts taken as at the end of each admissions cycle (Summer, Fall, Winter)

Enrolment of international students in doctoral programs has remained stable since Fall 2017, with international students comprising 54% of the entering doctoral cohort. At the same time, the proportion of Canadian students has increased while the proportion of Quebec students has decreased. Similar patterns can be observed at the Master’s level (Figures 8b-1 and 8b-2).

FIG 8b-1: New Enrolment - Doctoral, Fall 2021 compared to Fall 2017, Canadian and International students

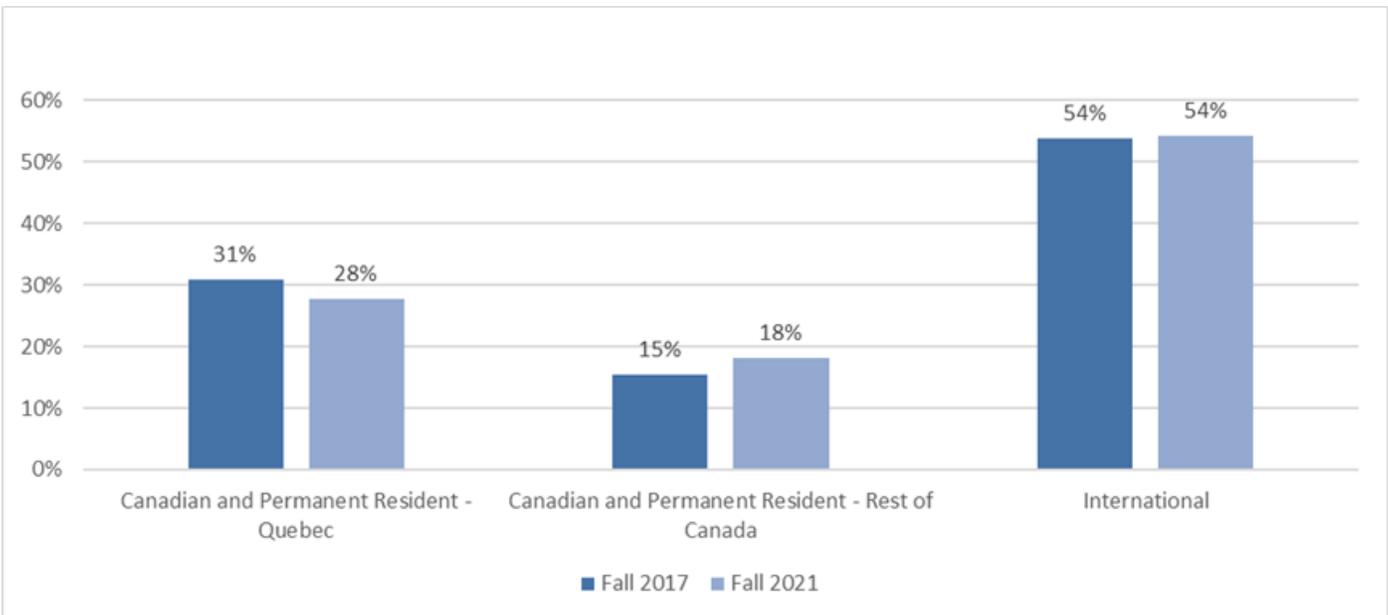
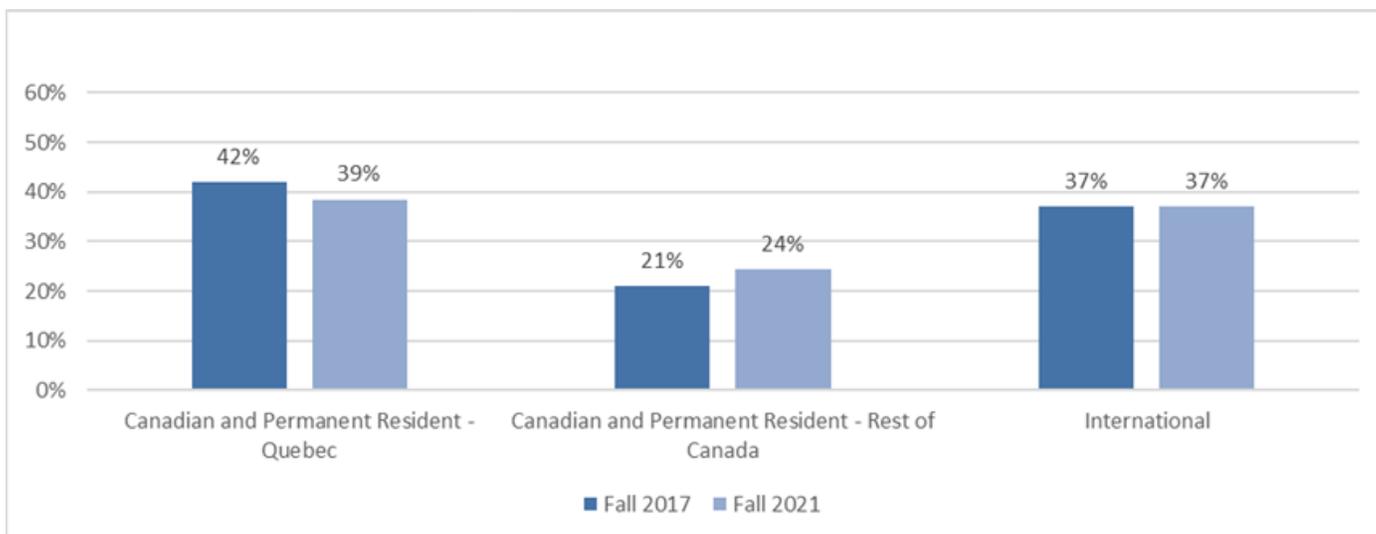
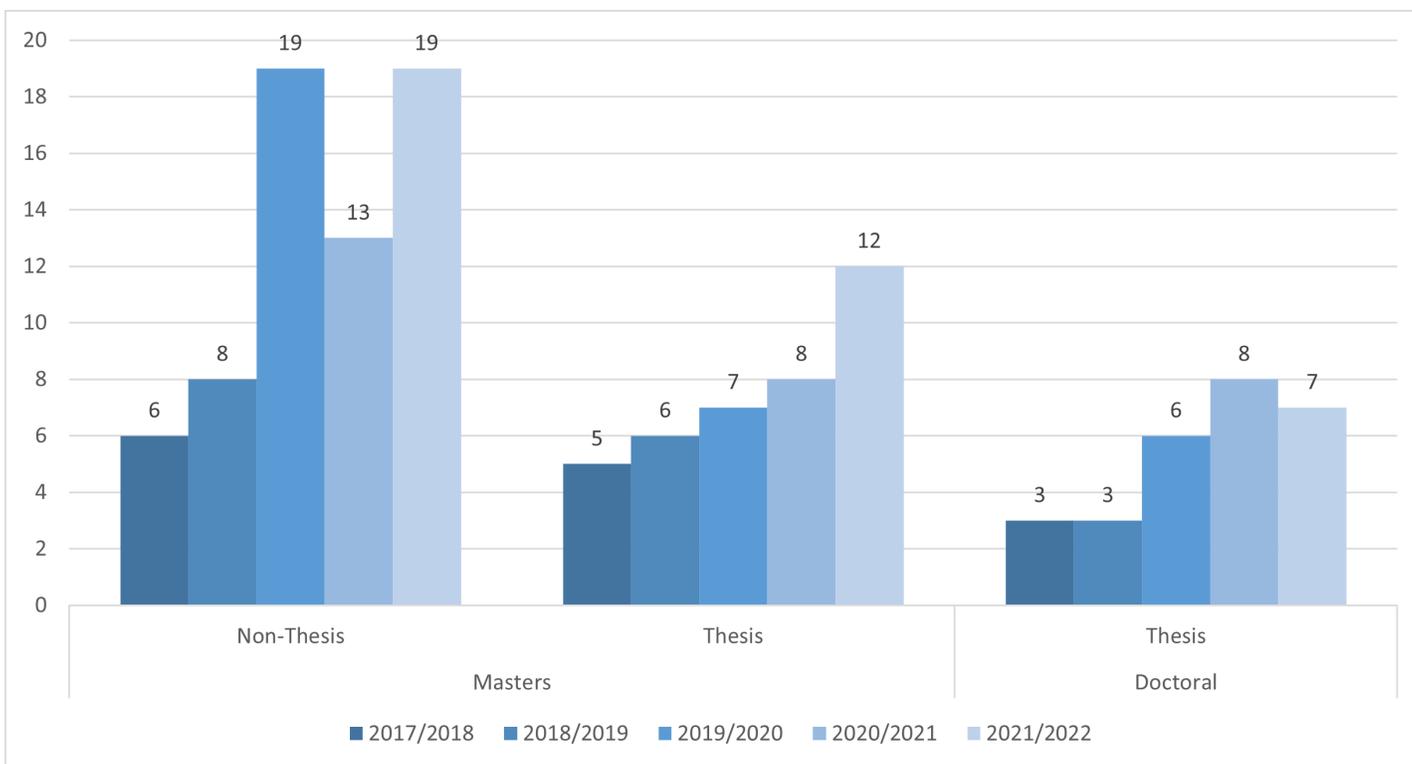


FIG 8b-2: New Enrolment – Master’s, Fall 2021 compared to Fall 2017, Canadian and International students



McGill’s Strategic Academic Plan 2017-2022 includes the goal of increasing Indigenous student enrolment at the university. Since the Fall 2020 admission cycle, GPS has taken a proactive approach to encourage departments to prioritize self-identified Indigenous applicants to graduate programs. Ensuring timely review of Indigenous applicant files helps McGill attract the best candidates and in turn, contributes to meeting the enrolment goal. Fall admission data indicate a positive trend in new enrolment of self-identified Indigenous graduate students over the past five years (Figure 9). Total enrolment is presented in Table 2.

FIG 9: New Enrolment – Indigenous students – Master’s and Doctoral, 2018 to 2022



Note: Counts taken as at the end of each admissions cycle (Summer, Fall, Winter)
Office of First Nations and Inuit Education (OFNIE) programs not included.

TABLE 2: Total Enrolment – Indigenous students – Master’s and Doctoral, 2018 to 2022

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Degree Level						
Doctoral	Thesis	17	18	23	31	32
Doctoral Total		17	18	23	31	32
Masters	Non-Thesis	12	14	29	36	59
	Thesis	12	15	19	21	26
Masters Total		24	29	48	57	85
Grand Total		41	46	71	86	115

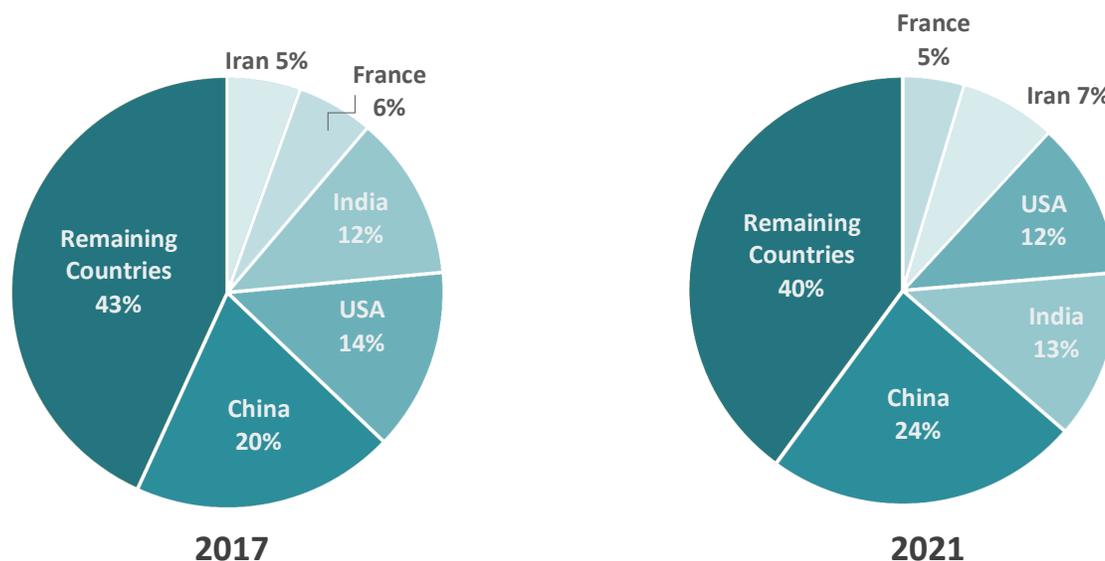
The top five source countries for international students at the graduate level have remained stable over the past five years, although their relative importance has somewhat shifted (Table 3). While China remains as the biggest source country (with 24% of all international graduate students in FY2021), India has moved up to the second place ahead of the US (Figure 10). The top five source countries account for 60% of all international graduate students.

TABLE 3: Top 5 source countries (total enrolment - international Master’s and Doctoral, 2017 to 2021)

Citizenship country	Registered headcount	
	2017	2021
China	651	952
India	407	512
USA	450	476
Iran	181	290
France	189	186
Remaining countries	1,427	1,607
Grand Total*	3,303	4,022

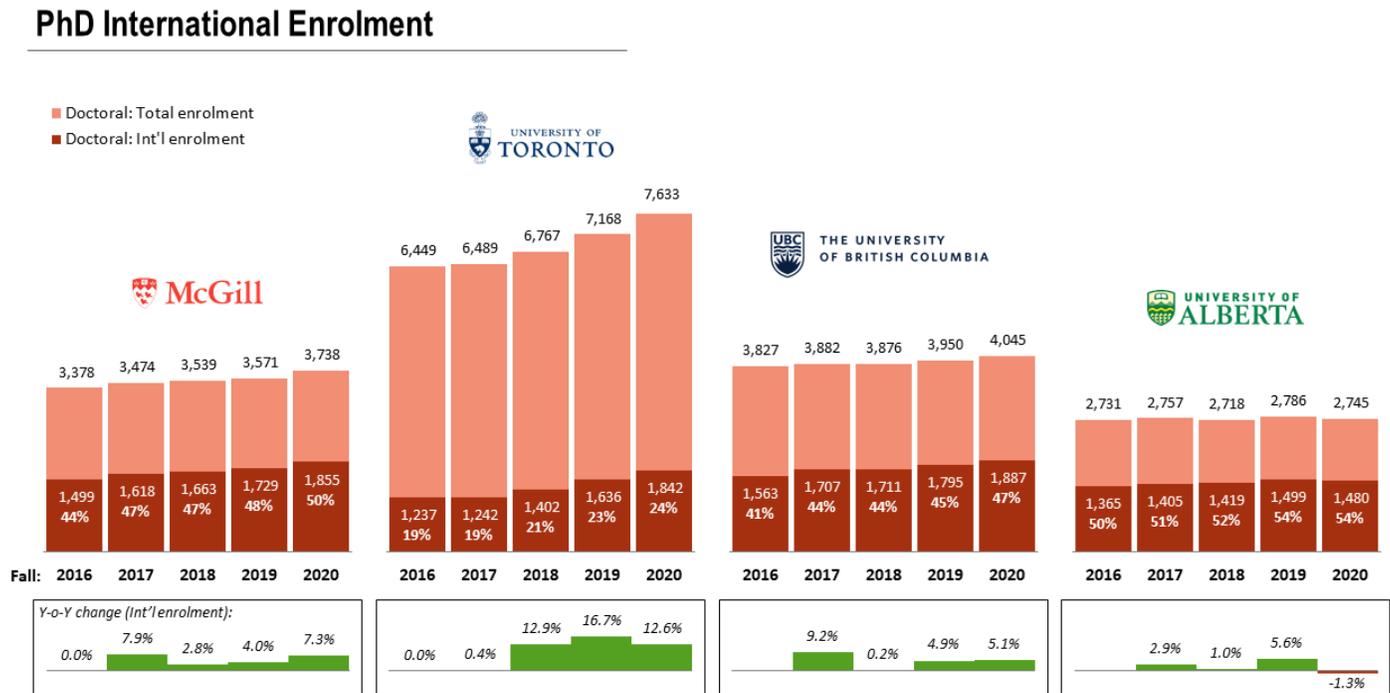
* Grand Total is the total headcount for each fiscal year. Students who changed citizenship during a given fiscal year are listed once for each country of citizenship but only once for Grand Total (two students in FY2017, one student in FY2021).

FIG 10: Top 5 source countries (total enrolment - international Master’s and Doctoral, 2017 to 2021)



International enrolment at the doctoral level has increased steadily over the past five years, and McGill continues to have one of the highest proportions of international doctoral students among U15 (Figure 11). 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 11: Growth of international doctoral enrolment (comparison with U15 peers; 2016 to 2020)



Source: U15DE Fall enrolment headcounts

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Despite the marked increase in the number of admitted doctoral students, the entrance cGPA level of the Fall cohorts has remained high (Tables 4a-b).

TABLE 4a: Average admission GPA of entering doctoral students

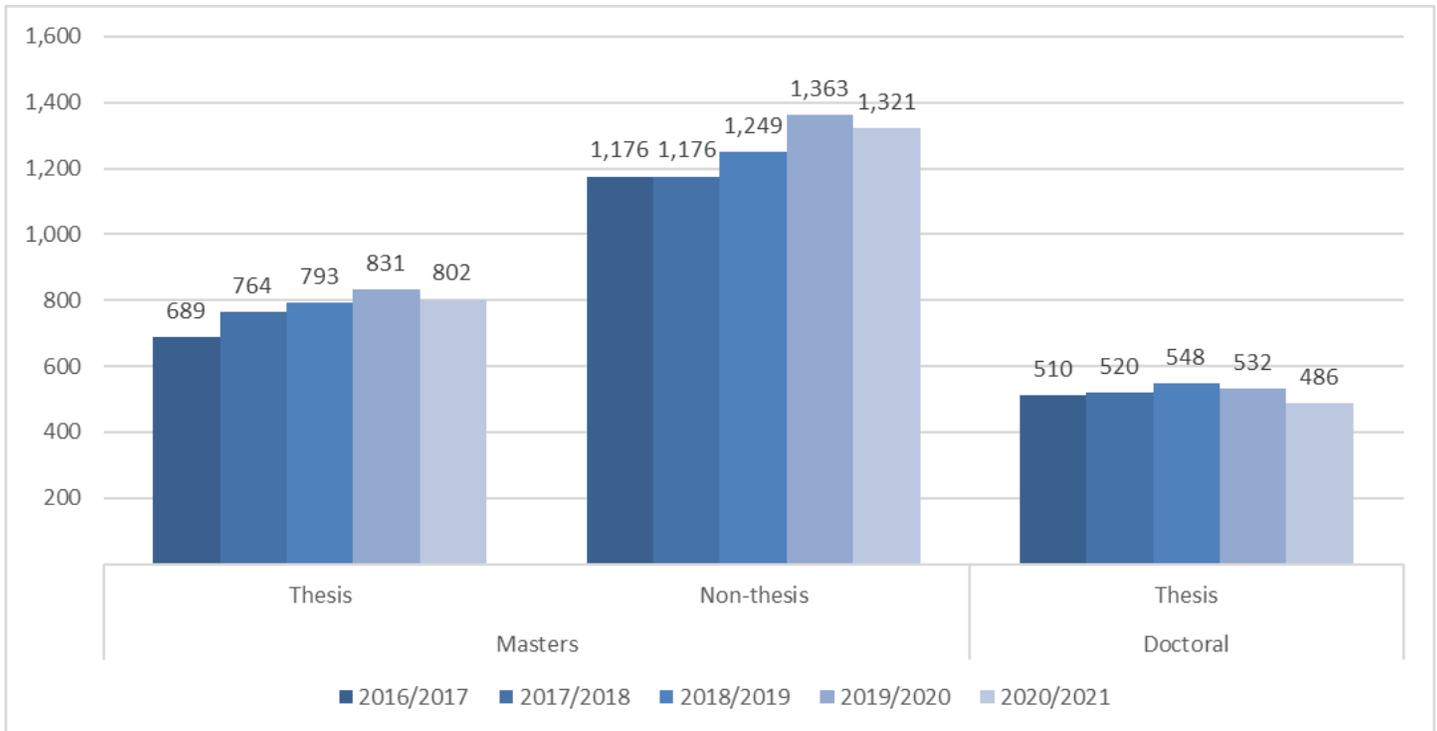
Faculty	Entering PhD Students					Average GPA				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Agric. & Env. Sciences	40	44	42	36	42	3.58	3.48	3.56	3.53	3.58
Arts	96	90	82	82	69	3.74	3.77	3.75	3.80	3.73
Dental Med. & Oral Hlth Sci				14	7				3.71	3.84
Desautels Faculty Mgmt	14	15	14	13	11	3.73	3.76	3.74	3.75	3.74
Education	60	52	49	50	53	3.68	3.73	3.75	3.70	3.77
Engineering	79	71	75	69	87	3.67	3.65	3.61	3.62	3.64
Interfaculty Studies	65	65	76	69	80	3.77	3.81	3.80	3.77	3.72
Law	11	14	14	14	13	3.31	3.51	3.35	3.41	3.56
Medicine & Hlth Sci	117	103	102	117	110	3.73	3.77	3.78	3.75	3.79
Schulich School of Music	28	21	24	29	39	3.85	3.89	3.80	3.87	3.81
Science	111	137	123	123	138	3.77	3.75	3.76	3.78	3.77
University Total	621	612	601	616	649	3.72	3.73	3.73	3.73	3.73

TABLE 4b: Percentage of entering doctoral students with an admission GPA between 3.5- 4.0

Faculty	% students					Average GPA				
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Agric. & Env. Sciences	55.0%	52.3%	59.5%	66.7%	64.3%	3.87	3.75	3.83	3.77	3.85
Arts	86.5%	88.9%	85.4%	89.0%	89.9%	3.85	3.86	3.85	3.86	3.84
Dental Med. & Oral Hlth Sci				78.6%	85.7%				3.86	3.92
Desautels Faculty Mgmt	85.7%	93.3%	78.6%	84.6%	81.8%	3.79	3.80	3.86	3.83	3.83
Education	81.7%	88.5%	81.6%	78.0%	84.9%	3.87	3.91	3.92	3.93	3.94
Engineering	77.2%	66.2%	68.0%	71.0%	74.7%	3.82	3.83	3.82	3.77	3.82
Interfaculty Studies	90.8%	87.7%	90.8%	87.0%	78.8%	3.82	3.88	3.85	3.86	3.85
Law	36.4%	50.0%	35.7%	42.9%	69.2%	3.59	3.76	3.70	3.57	3.74
Medicine & Hlth Sci	81.2%	86.4%	88.2%	86.3%	88.2%	3.84	3.86	3.84	3.84	3.85
Schulich School of Music	96.4%	100.0%	83.3%	93.1%	84.6%	3.89	3.89	3.91	3.91	3.91
Science	83.8%	81.8%	87.0%	89.4%	83.3%	3.85	3.84	3.85	3.85	3.87
University Total	81.3%	81.0%	81.2%	83.0%	81.8%	3.84	3.85	3.85	3.84	3.86

Over the past five years, there has been a steady increase in graduate degrees awarded. Figure 12 shows the breakdown by level of study and type of program (thesis vs non-thesis). The observed drop in the number of doctoral degrees awarded in 2020-2021 is explained by the number of extensions granted to students affected by the pandemic.

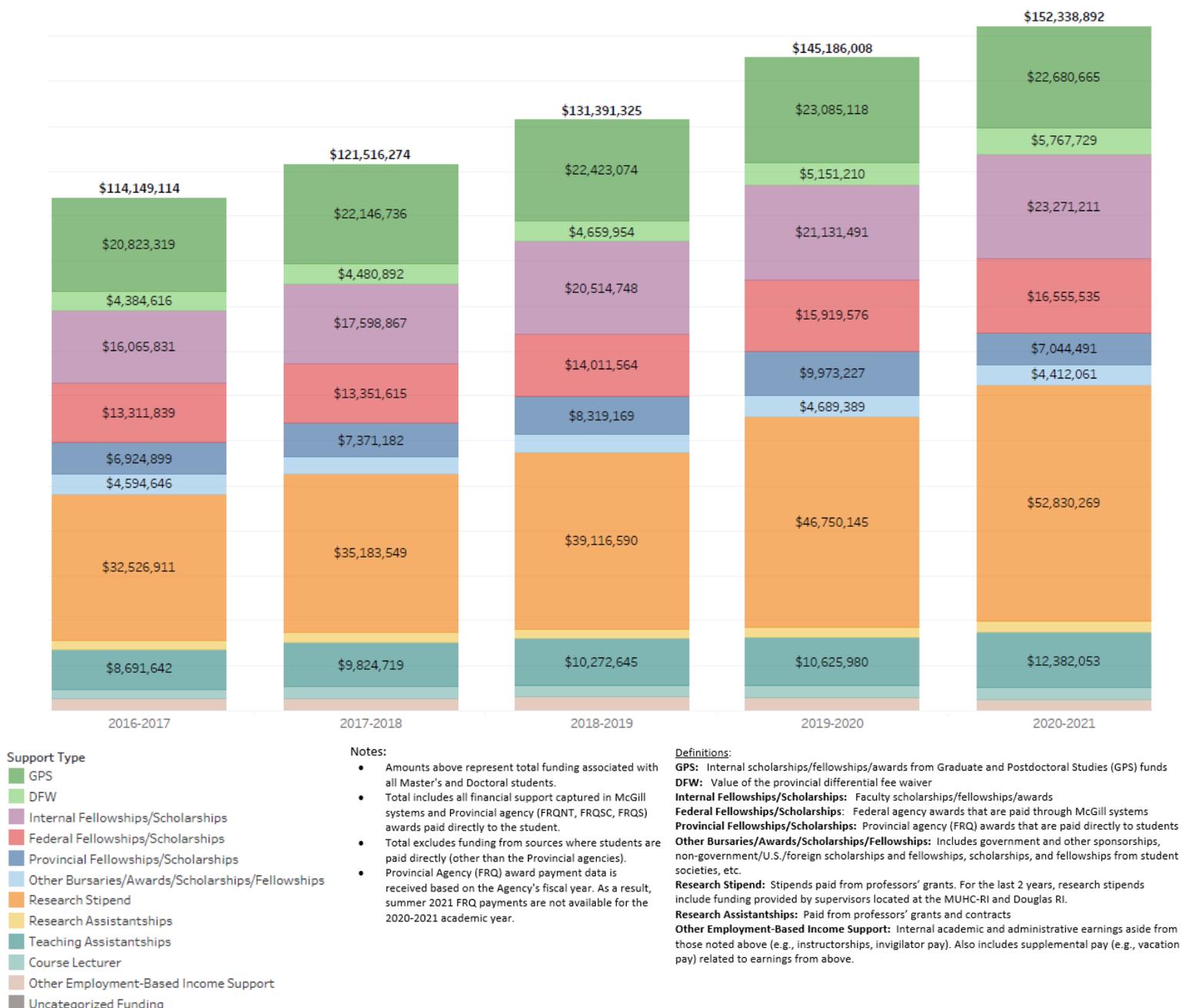
FIG 12: Master's and Doctoral Degrees Awarded by Academic year, 2017 to 2021



Graduate funding

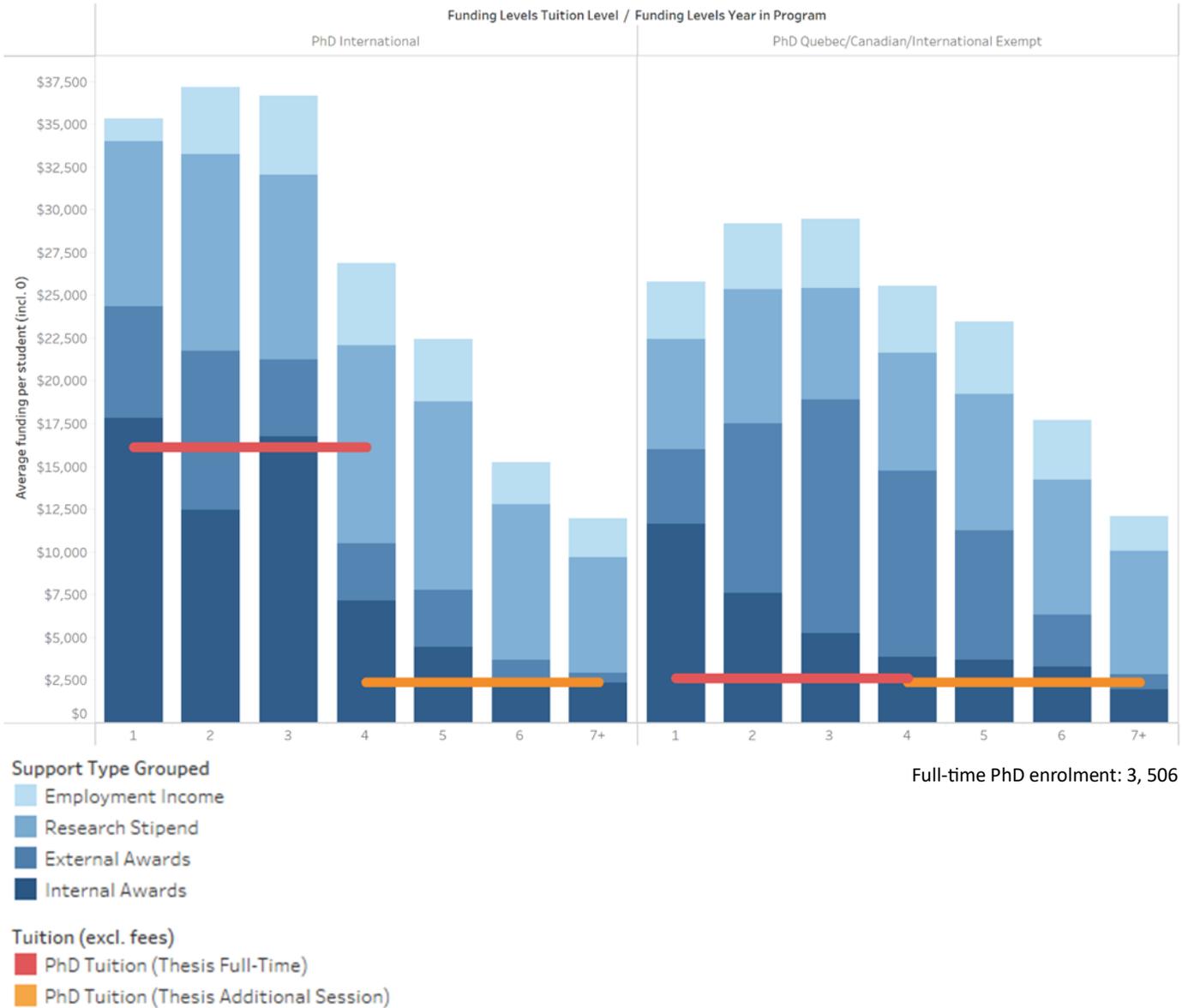
McGill recognizes that its continuing success in attracting top students rests on its ability to provide competitive graduate student financial support. GPS allocates to each Faculty, on a formula-driven basis, funds to support the recruitment and retention of graduate students in line with the university's strategic priorities. This central funding allocation (nearly \$23 million in 2020/21) 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 13 provides a breakdown of graduate funding according to the type of support (internal and external) over the past five years. Of the \$152 million provided to graduate students overall, the University funding contribution through GPS amounts to 18.7% (GPS allocation and Differential Fee Waivers). Thanks to an increased focus on graduate students in University fundraising, McGill internal scholarships now amount to 15.3% of total graduate student funding. Research stipends and research assistantships paid from professors' grants amount to 36%, whereas University employment (including teaching assistantships and course lectureships) represents 10%.

FIG 13: Graduate funding breakdown according to financial support categories



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 14).

FIG 14: 2020/21 Average PhD Financial Support for International vs Quebec, Canadian and International Fee Exempt Students



The financial support data in Figure 14 include only students registered full-time in both Fall and Winter terms of 2020/21. The amounts include all financial support captured in McGill systems and Provincial agency awards (FRQNT, FRQSC, FRQS) paid directly to the student. They exclude funding from sources where students are paid directly (other than the Provincial agencies). An interactive dashboard of average PhD financial support by discipline and by Faculty can be consulted on the [GPS website](#).

GPS has recently revised the guidelines regarding funding letters given to PhD students at the time of admission. The new letter template, deployed for Fall 2021 admissions, provides more transparency about funding packages, ensures consistency and equity among students registered in the same program, and includes a requirement for students to apply for external funding. Leveraging all external funding sources ensures maximum funding available to our students and allows for a re-distribution of internal funds to ensure equity among students.

To this effect, 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 approximately 17% of all graduate student funding.

At the provincial level, the proportion of FRQ awards won by McGill students has fluctuated but increased overall over the past ten years (Figure 15). It is expected that the increase will continue as international students are now eligible for FRQ funding. The success rates of international and domestic students are shown in Tables 5a-b-c.

FIG 15: Amount and percentage of all FRQS, FRQNT and FRQSC awards received by McGill students (2010-2020)

Fonds de recherche du Québec (FRQ)
Scholarships and training grants by agency (amounts, % of all Quebec universities)

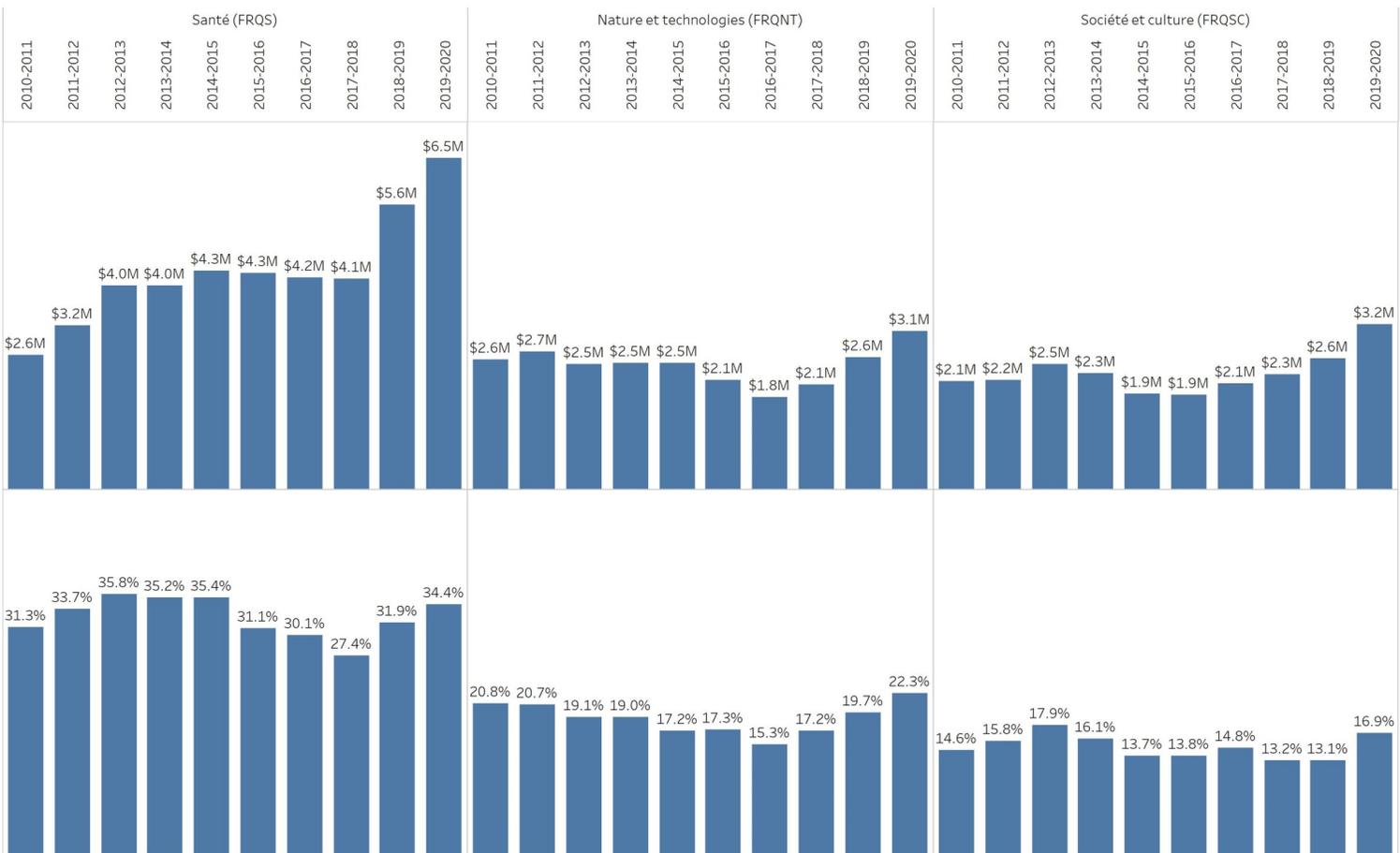


TABLE 5a: Fall 2020 FRQ competition success rates — FRQNT

FRQNT	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	300	78	26%
Canadian	129	40	31%
International	171	38	22%
Masters	120	54	45%
Canadian	91	39	43%
International	29	15	52%
Total PhD & Masters	420	132	31%

TABLE 5b: Fall 2020 FRQ competition success rates — FRQSC

FRQSC	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	220	71	32%
Canadian	136	47	35%
International	84	24	29%
Masters	55	22	40%
Canadian	49	21	43%
International	6	1	17%
Total PhD & Masters	275	93	34%

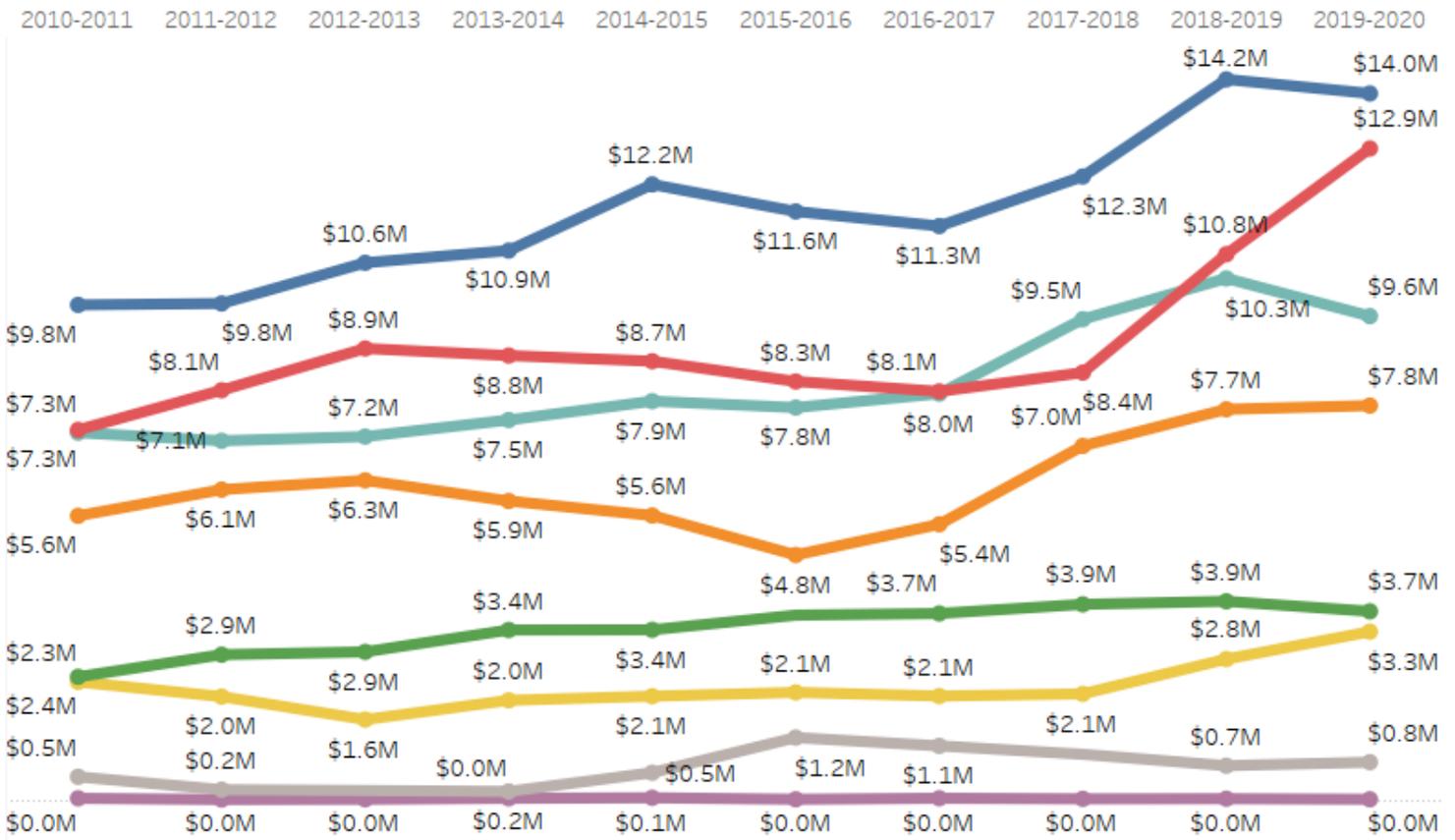
TABLE 5c: Fall 2020 FRQ competition success rates — FRQS

FRQS	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	303	84	28%
Canadian	180	48	27%
International	123	36	29%
Masters	146	40	27%
Canadian	131	37	28%
International	15	3	20%
Total PhD & Masters	449	124	28%

McGill continues to perform well in FRQ competitions overall (Figure 16). The total FRQ funding received by McGill has almost reached the level of Université de Montréal. The growth in funding since 2017 is largely attributable to success in FRQS competitions.

FIG 16: Amount of FRQ scholarships and training grants awarded to Quebec universities, 2011-2020

Fonds de recherche du Québec (FRQ) - Scholarships and training grants

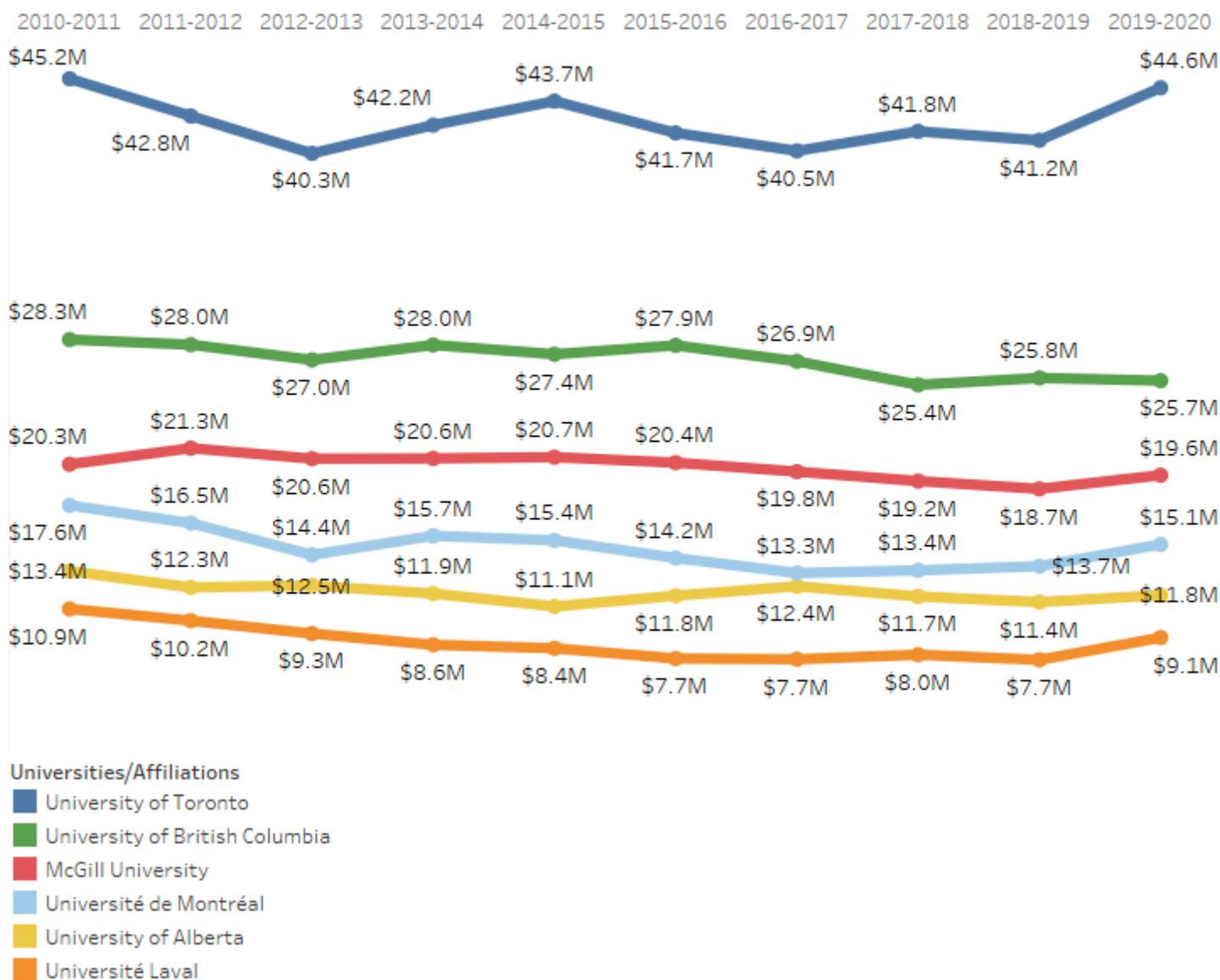


- Universities/Affiliations**
- Université de Montréal
 - McGill University
 - Université du Québec
 - Université Laval
 - Université de Sherbrooke
 - Concordia University
 - Other Institutions/Multiple Affiliations
 - Bishop's University

McGill's performance at the federal level has remained relatively stable over the past ten years (Figure 17). These scholarships and training grants are based on institution-specific quotas which are dependent on the overall research performance of the institution.

FIG 17: Amount of federal tri-agency scholarships and training grants awarded to top research-intensive universities, 2011-2020

Federal Tri-Agency (CIHR, SSHRC, NSERC) Scholarships and Training Grants



The most prestigious graduate awards at the federal level are the Vanier Canada Graduate Scholarships, valued at \$50,000 per year for three years during doctoral studies. Up to 166 scholarships are awarded annually. Each university has an annual quota for nominations based on its research funding portfolio (Tri-Agency funding, Canada Research Chairs, etc.). The McGill awardees are featured on the [GPS website](#) and a [McGill Reporter](#) article. The top 3 universities with the most Vanier Scholars are the University of Toronto, UBC and McGill (Table 6). Of note, four Indigenous students at McGill have received a Vanier award over the past four years. Their stories are featured in a separate [Reporter article](#).

TABLE 6: Vanier Canada Graduate Scholarships

Year	McGill awards	McGill success rate (awards/quota)	University of Toronto awards	UBC awards
2020-2021	26	49%	30	21
2019-2020	19	36%	27	21
2018-2019	16	30%	37	23
2017-2018	13	25%	35	21
2016-2017	15	29%	25	17

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 7) and Mexico (Table 8) respectively. Several other agreements have been signed or are being actively pursued to increase the level of financial support available for international recruits (Islamic Development Bank, Organization of American States, the Ministry of Higher Education of Egypt etc.). These external fellowships currently total close to \$3.5M per year of funding.

TABLE 7: China Scholarship Council (CSC) Joint Scholarship Program

CSC Fellowship	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	#	Awards								
Total new awards	18	\$393,281	5	\$101,475	7.5	\$204,147	17	\$468,537	19	\$523,659
Total ongoing awards	29	\$590,404	30	\$613,555	32.5	\$666,372	31	\$640,469	31	\$848,410

TABLE 8: CONACyT Graduate Fellowship Program

CONACyT Fellowship	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards
Total new awards	20	\$705,319	28	\$660,180	25	\$481,862	20	\$328,389	23	\$640,956
Total ongoing awards	29	\$767,223	43	\$1,104,606	56	\$1,285,682	58	\$1,306,564	69	\$1,088,279

Transparency around graduate education statistics

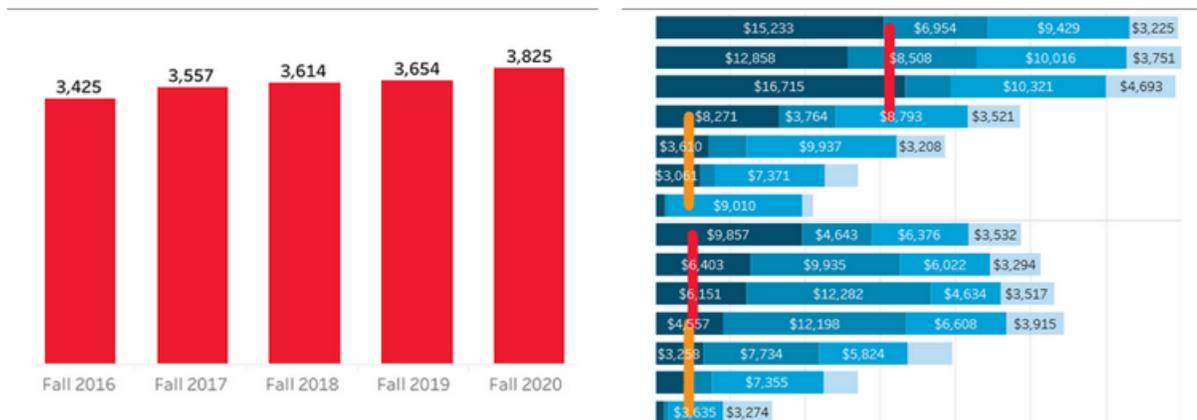
McGill is committed to providing program-level statistics on doctoral student admissions, enrolment, time to degree, and completions as well as average PhD financial support information to assist students in making informed decisions. Analysis, Planning and Budget (APB) provides interactive dashboards that can be viewed on the [GPS website](#), a useful tool for departments and Faculties in their efforts to innovate and improve their programming to meet students' needs (Figure 18).

FIG 18: Graduate education statistics on the GPS website

Graduate Education Statistics

McGill University is committed to providing program-level statistics on doctoral student admissions, enrolment, time to degree, and completions as well as average PhD financial support information to assist students in making informed decisions.

Please consult the interactive dashboards for more information.



PhD Lifecycle Statistics

Explore these dashboards for doctoral applicant data, admissions, time to degree, and completions

PhD Financial Support

Explore these dashboards for a summary of average PhD financial support data by Faculty

Conclusion

GPS strives to support graduate students in their pursuit of excellence by offering a well-rounded graduate experience. GPS will continue to recruit top graduate students by developing innovative Master's and PhD programs. Students have access to unique programming like myPath as they begin their programs, and can use the suite of tools to identify their goals and plan for a meaningful graduate experience. By the end of the current year, students will have even more options when it comes to engaging with myPath tools and programming. A new e-learning version of the material will be available to students wherever they find themselves working, a series of videos will be available for students to access at a time that's convenient for them, and the focus of programming going forward will be on providing peer-facilitated workshops. The myPath program is also planning to expand specialized offerings for Master's students.

For students in thesis-based programs, GPS has a dedicated website which provides evidence-based advice to both students and faculty on a range of topics central to building a successful supervisory relationship. This content is being reviewed and updated to ensure continued relevance.

Projects like TRaCE McGill – which asked graduate students to reflect on the connections between their graduate experience and their later career pathways – highlight that a rich graduate experience is about more than simply satisfying degree requirements. GPS will continue to offer experiential learning opportunities through initiatives like the Doctoral Internship Program and the Graduate Mobility Award, and will continue to work in partnership with the multiple services and program support on campus who contribute to graduate student success. As students look ahead to where a graduate degree might take them, GPS strives to provide the supports that will help them reach their destination.