

# Memorandum

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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 24, 2021

**DOCUMENT #:** D20-43

**ACTION REQUIRED:** ☒ INFORMATION ☐ APPROVAL/DECISION

<b>ISSUE</b>	The annual report from Graduate and Postdoctoral Studies is presented to Senate for information.
<b>BACKGROUND &amp; RATIONALE</b>	<p>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.</p> <p>The report provides an overview of the TRaCE McGill study which tracked McGill PhD alumni who graduated between 2008 and 2018, painting a picture of doctoral degree holders as they make their way in the world.</p> <p>In addition, the report provides a comprehensive overview of measures implemented to support graduate student success at McGill and beyond. The initiatives put in place over the past few years were informed by the experiences of graduate alumni and best practices adopted in higher education.</p> <p>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.</p>
<b>PRIOR CONSULTATION</b>	N/A
<b>SUSTAINABILITY CONSIDERATIONS</b>	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.
<b>IMPACT OF DECISION AND NEXT STEPS</b>	The next annual report will be presented to Senate in winter/spring 2022.

**MOTION OR  
RESOLUTION  
FOR APPROVAL**

This item is presented for information.

**APPENDICES**

Appendix A: Annual Report from Graduate and Postdoctoral Studies

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# ANNUAL REPORT 2020



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# INTRODUCTION

Increasingly, universities are interested in knowing what comes of their students after graduation. Employability of graduate degree holders and graduate outcomes in general have garnered a great deal of interest in Canada and the rest of the world in recent years. McGill is no exception. The annual report of Graduate and Postdoctoral Studies (GPS) provides an overview of the TRaCE McGill study which tracked McGill PhD alumni who graduated between 2008 and 2018, painting a picture of doctoral degree holders as they make their way in the world.

In addition, the report provides a comprehensive overview of measures implemented to support graduate student success at McGill and beyond. The initiatives put in place over the past few years were informed by the experiences of graduate alumni and best practices adopted in higher 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 IN THE COMMUNITY

GPS actively supports the McGill graduate community. During the pandemic, several outreach initiatives were implemented to keep both current and prospective graduate students informed. Yield webinars held during the spring and early summer engaged newly admitted students through sessions tailored according to their concerns. As a result, new Fall enrolment surpassed previous years, despite the pandemic. During the summer months, the Dean hosted weekly sessions on Zoom to answer questions from returning and incoming students. Since June, weekly drop-in sessions have also been offered to academic (Graduate Program Directors) and administrative (Graduate Program Coordinators) staff.

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*), sits on the Graduate Deans Executive Committee of AAU (Association of American Universities), and last year finished a 3-year mandate on the board of CGS (Council of Graduate Schools).



# GRADUATE EDUCATION AT MCGILL

## BUILDING ON OUR PAST

### Graduate outcomes

Universities across the world are increasingly paying attention to graduate outcomes, and McGill is no exception. Launched in 2019, [TRaCE McGill](#) is a university-wide project meant to track the career outcomes and pathways of McGill PhD alumni who graduated between 2008 and 2018.

TRaCE McGill has not only gathered statistical information on over 4,500 PhD graduates, but also interviewed over 300 of them across all Faculties. The project's focus on both quantitative and qualitative knowledge is unique and shows how a doctoral degree can lead to a multiplicity of successful, socially valuable, and personally fulfilling careers in a variety of sectors both inside and outside academia.

### Global highlights

60% of McGill PhDs graduated from the Faculties of Medicine, Science, or Engineering

Most graduates work in academia (54%), followed by the for-profit sector (28%) and the government sector (8%) (*see Figure 1*)

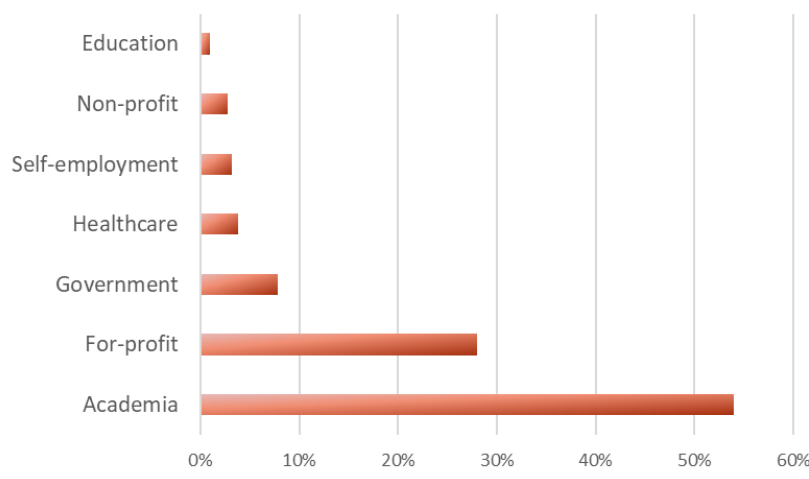
Among all employed graduates, 23% have tenure-track jobs

59% of the study cohort work in Canada and 34% in Quebec

While domestic students are more likely to find work in Canada after they graduate (65%), a third (33%) of former international students now work for Canadian companies and institutions

A slight majority (54%) of PhD graduates are men

FIG 1: Proportion of PhD graduates in each sector of employment



# Employment in Academia

A slight majority of the cohort (54%) work in academia (including universities, colleges, CEGEPs and university research centers and institutes)

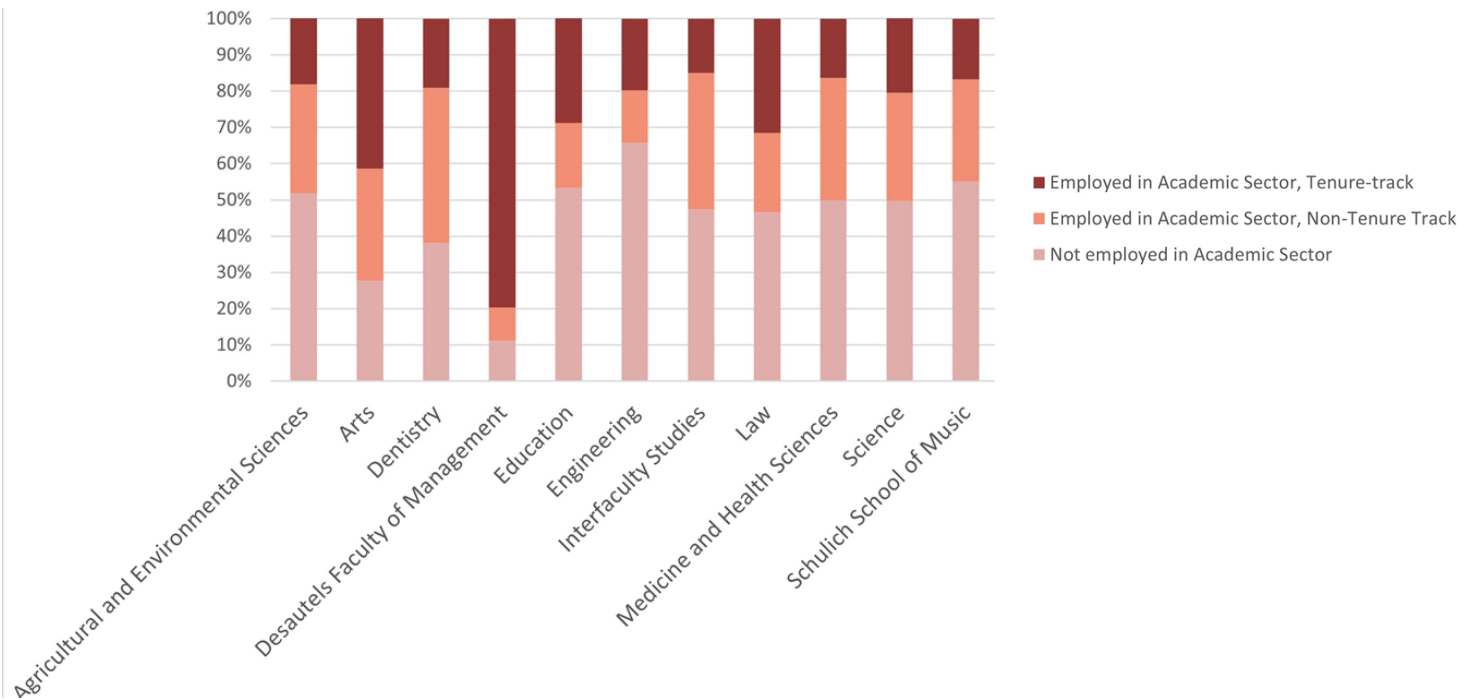
Women are employed in the academic sector at a slightly higher rate (57%) than men (51%)

Of the PhD graduates working in academia, 43% are in a tenure-track position

The rate of tenure-track jobs is the same among men and women

The proportion of graduates in tenure-track positions is similar across Faculties, except for the Desautels Faculty of Management and the Faculty of Arts, which both have higher rates of tenure-track placement (*Figure 2*)

FIG 2: Percentage per Faculty of graduates working in and outside academia, with and without tenure-track jobs



The unique contribution of the TRaCE McGill project rests with its focus on telling the individual stories of the PhD graduates and collecting qualitative information that goes beyond the numbers and statistics. Why did the McGill graduates choose to do a PhD in the first place? How did their career paths unfold? What was the role of their graduate studies in charting a course for their future career? These were some of the questions answered by over 300 PhD alumni who shared their [unique stories](#) with graduate students from their respective Faculty.

As part of its legacy, TRaCE McGill is also building a mentoring community of PhD graduates committed to helping doctoral students and recent grads find their own career pathways years to come.

# Banting Postdoctoral Fellowship

## McGill graduates making an impact in the world

A McGill graduate degree equips students to make meaningful 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 11% are given to McGill graduates (*Table 1*).

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

Year	Name	Institution of Tenure	McGill Degree Level	Department
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 & Biostats
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/Appl 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 & Comm. Studies



# GRADUATE EDUCATION AT MCGILL

## THE PATH FORWARD

### Graduate Experience: Academics

#### New program development

GPS works with academic units to design and/or revise graduate programs to meet the demands of new and diverse student populations. Notably, the new PhD in Quantitative Life Sciences (QLS) received final 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 has also guided the development of dossiers for large existing *ad hoc* doctoral programs. Among these, the PhD in Kinesiology Sciences was approved in 2019 by the Ministry of Education, while the PhD in Urban Planning, Design and Policy, the PhD in Mental Health and the PhD in Oral Health received Ministry approval in 2020. Looking ahead, GPS is facilitating dossier submission for four new interdisciplinary MAs, having worked this past year to ensure timely progression from the proposal stage through to university committee approvals.

#### Supporting timely progress towards the degree

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. Students admitted to a Master's or PhD program as of Fall 2017 have access to myProgress. 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. Since having written agreed-upon expectations and clearly defined goals/requirements aids in reducing times to completion and leads to fewer supervisor-supervisee misunderstandings, GPS has helped graduate units craft discipline-specific Letters of Understanding. Copies of the Progress Tracking forms and the Letter of Understanding are uploaded to myProgress as part of the student's electronic file.



## Graduate Experience: Supporting graduate student success at McGill

### Supervision

GPS recognizes that excellent supervision is crucial to graduate student success. GPS offers a wide variety of resources that seek to enhance good communication between supervisors and supervisees. These range from evidence-based recommendations and best practices presented on the [Graduate Supervision website](#) to policy clarifications and guidelines, in addition to training modules and workshop series tailored for specific audiences (newly admitted students, all thesis students, new supervisors to McGill, all supervising faculty).

During the 2020 calendar year, GPS adapted its supervision-related workshop content and delivery modes to the pandemic context. Several workshops were offered to students in collaboration with [SKILLSETS](#):

- **Supervision Basics** (offered to newly admitted students during Orientation)
- **Getting Started with Supervision** (aimed at incoming or pre-comps students)
- **Shifting to Remote Supervision** (aimed at students seeking support in the context of the COVID-19 pandemic); the workshop has been redesigned as “**Sustaining Remote Supervision**” for the Winter 2021 semester
- **Getting the Best out of your Supervisor** (aimed at upper year students, or students curious about a specific issue related to supervision).

Most of these interactive webinars included case studies and discussion prompts, with the last one devoted mostly to answering student questions in a panel format.

New workshops for faculty were developed to address supervisors’ questions and concerns related to the pandemic. These included “**Meaningful Supervision at a Distance**” (offered as part of APO’s *Faculty Matters* Discussion Series) and “**Strategies for Effective Remote Supervision**” (offered on demand to individual Faculties).

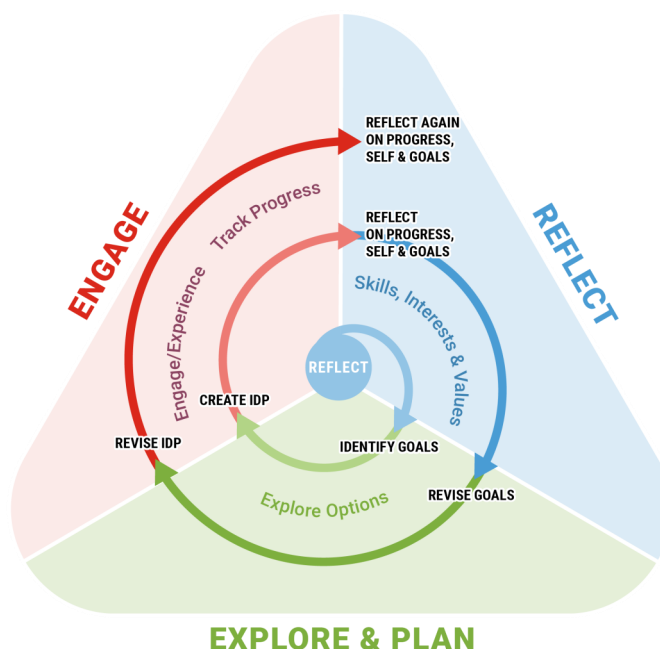
In addition, GPS and TLS jointly developed a new training module in myCourses that introduces new faculty members to the policies and resources they will need in their role as supervisors at McGill. This myCourses module will replace the in-person Mandatory Orientation for New Supervisors held in previous years with a self-paced course that supervisors can access again should they need to find a resource or a policy in their day-to-day work. 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. The module was launched in March 2021.

GPS continues to highlight exemplary supervisory practices in the McGill community. The [Supervision Snapshots](#) website presents direct quotes and student testimonials from past winners and nominees of the Carrie M. Derick and David Thomson Awards for Graduate Supervision and Teaching.

## Individual Development Plan

Goal striving is an important predictor of success and wellbeing in higher education. Academic demands have shifted, a growing number of graduate students report mental health challenges, and our graduates pursue increasingly diverse career paths post-graduation. Together these factors indicate that it is important for graduate students to approach their academic, wellness, and professional goals with deliberation and intention. To address this need, many institutions have introduced the **Individual Development Plan (IDP)** – 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 (*Figure 3*).

**FIG 3:** Creating an IDP is part of an iterative cycle that includes 3 phases



Following extensive consultations and pilot testing, GPS launched [myPath](#) in Fall 2019. myPath 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.

The myPath toolkit includes 3 custom-built guides that students can choose from to create their IDP:

- **myPath IDP Workbook:** For students who want an in-depth approach to creating their Annual IDP.
- **myPath Semester Planner:** For students who already have a pretty good idea of what their priorities are and want some structure for goal setting and tracking.
- **Annual IDP Form:** For students who already know what their vision and goals are and just need a way to capture their specific goals for the year.

An online platform enables students to go through the exercises in the myPath IDP Workbook via a web app and track their progress over time. All these tools can be accessed from [www.mcgill.ca/mypath/tools](http://www.mcgill.ca/mypath/tools).

Since the launch of myPath, GPS has delivered 76 program offerings (workshops, seminars, discussion groups) with a total attendance of 1203. Two-thirds of the myPath program offerings (65%) were targeted by Faculty, department or to a specific student group (e.g. Mastercard Foundation Scholars); the remaining 35% were open to all students. So far in the Winter 2021 term, over 30 departments have requested tailored offerings.

Feedback from myPath workshop participants has been consistently positive across all disciplines. Survey results show that students have been satisfied with the program and feel better equipped to identify goals that align with their priorities. 97% of participants would recommend the program to others. Testimonials collected in the survey confirm the transformational impact of goal-setting for students planning for their future (Figure 4).

FIG 4: Testimonials from myPath workshop participants



## Graduate Experience: Expanding opportunities

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 CGPS 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 over 850 students to travel to 87 countries. During the pandemic, part of the Graduate Mobility budget has been made available to promote virtual collaborations with international partners. 19 students have received funding to initiate collaborations in virtual format.



Similarly, the [Doctoral Internship Program](#) 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.

The idea for the Doctoral Internship Program was suggested by a student senator during the November 2016 Senate Open Discussion. Since Fall 2017, over 80 students have benefitted from a remunerated internship prior to graduation. 20% of the interns have reported being offered a permanent position with their internship hosts or companies.



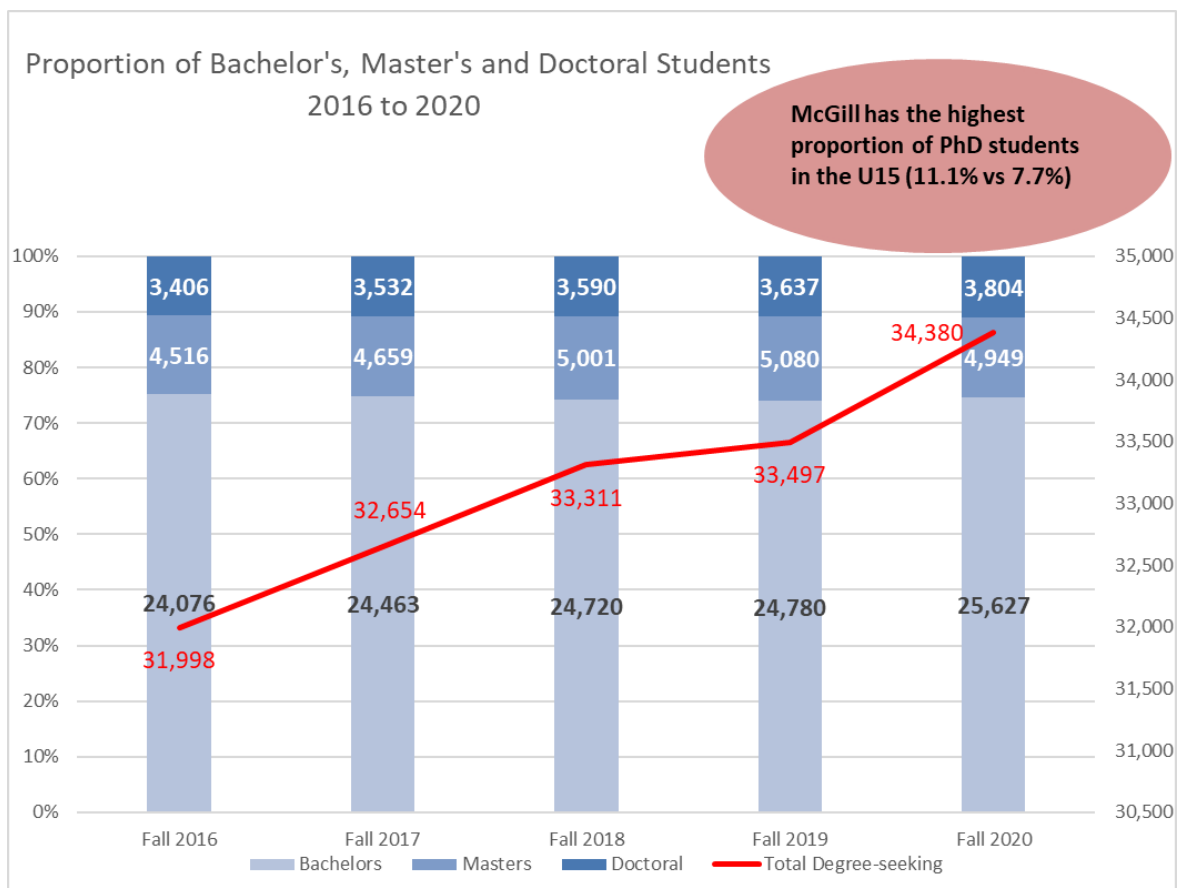
# GRADUATE EDUCATION STATISTICS

McGill strives to recruit and retain the best and the brightest graduate students to pursue the university's tradition of excellence. In order to maintain McGill's position as the university of choice in an increasingly competitive market, GPS, in collaboration with Enrolment Services, rolled out a new Student Relationship Management platform in Fall 2020. Slate provides an integrated system for recruitment events and related communications, as well as detailed analytics for prospect management. Virtual recruitment and yield events now take place on the platform, which is currently being piloted for departmental yield webinars.

## Graduate admissions and enrolment

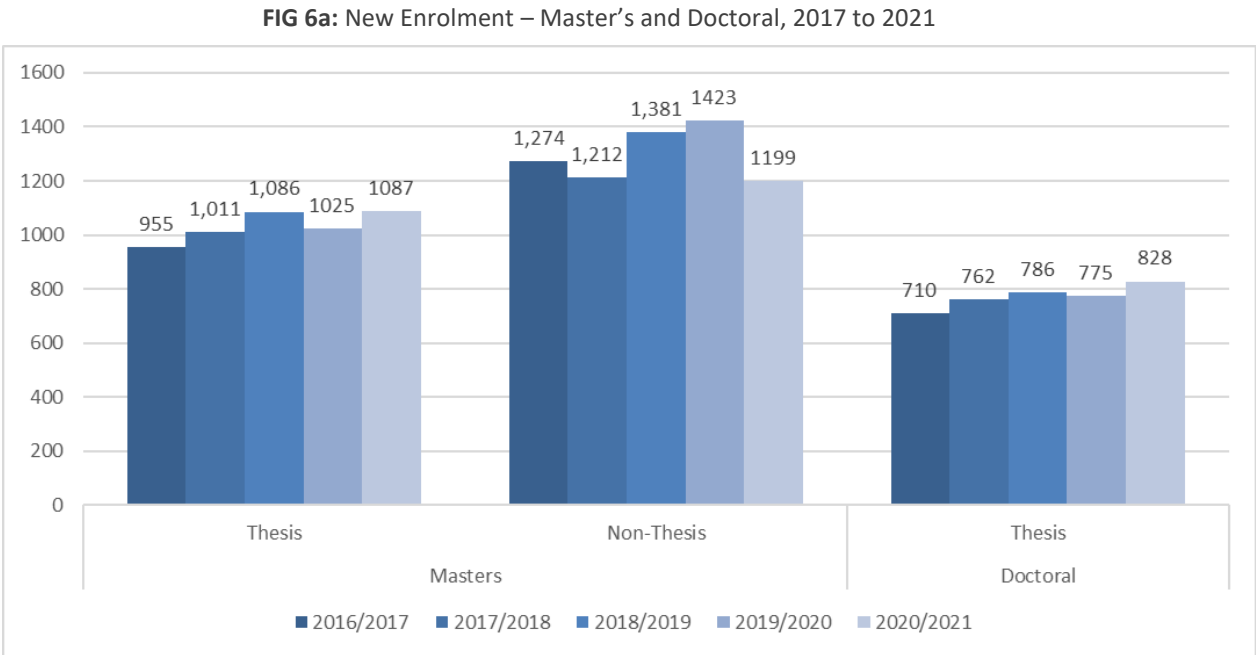
GPS provides oversight for graduate admissions and enrolment, meeting with all Deans on an annual basis to review their respective Faculty's capacity to take on additional graduate students and determine graduate enrolment objectives. In Fall 2020, McGill had 8,753 degree-seeking graduate students, with the highest proportion of doctoral students among Canada's top research universities (U15) (*Figure 5*).

FIG 5: Degree-seeking Enrolment (Bachelor's, Master's and Doctoral Students), 2016 to 2020



After thorough analysis of graduate student data since 2017, several trends can be observed regarding McGill’s graduate student population.

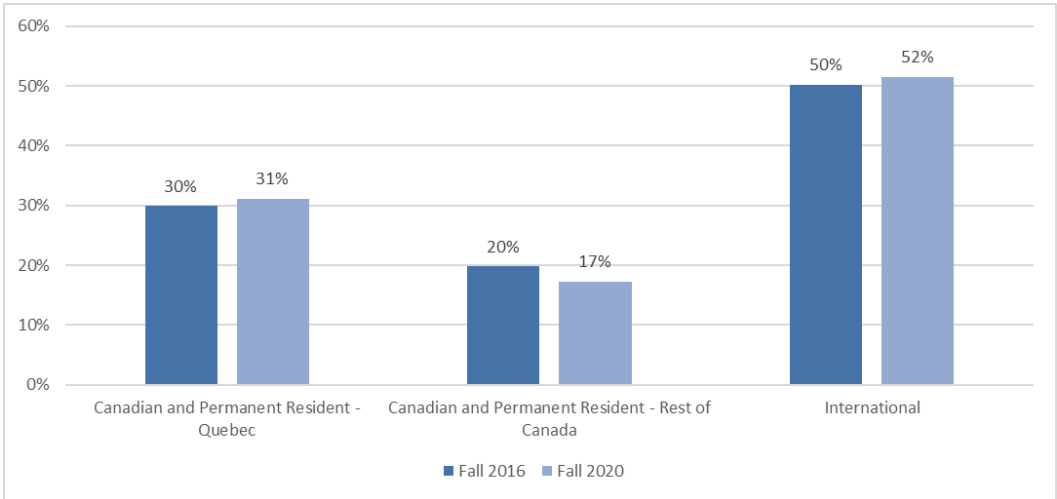
Over the past five years, new enrolment at both Master’s and doctoral level has increased steadily. New registrations have increased in thesis programs at rates of 14% (Master’s level) and 17% (doctoral level) between 2017 and 2021 (*Figure 6a*).



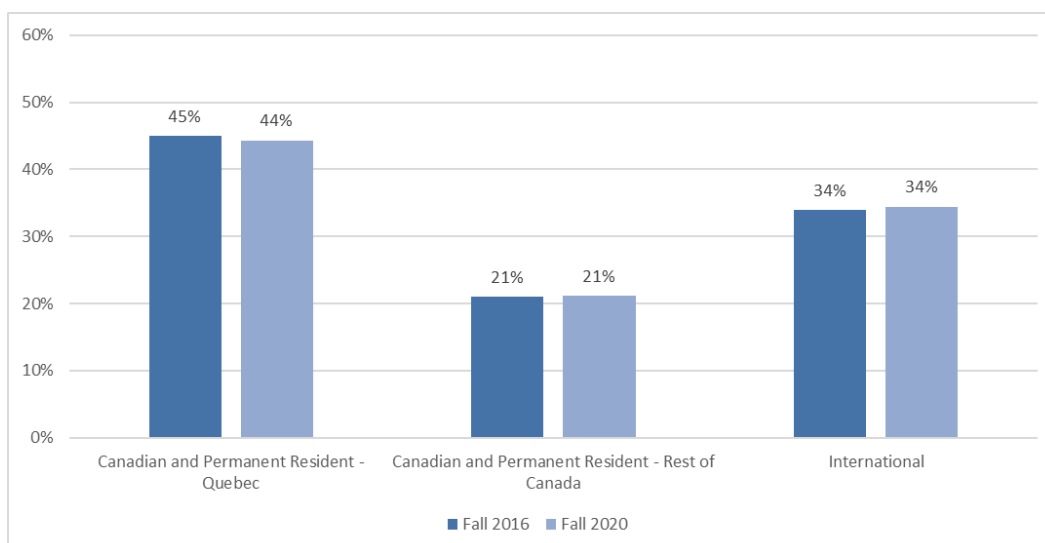
Note: Counts taken as at the end of each admissions cycle (Summer, Fall, Winter)

Enrolment of international students in doctoral programs has increased slightly since Fall 2016, with international students comprising 52% of the entering doctoral cohort in Fall 2020. At the same time, the proportion of Canadian students has decreased while the proportion of Quebec students is stabilizing. New enrolment at the Master’s level has remained stable between domestic and international students (*Figures 6b-1 and 6b-2*).

**FIG. 6b-1:** New Enrolment - Doctoral, Fall 2020 compared to Fall 2016, Canadian and International students



**FIG. 6b-2: New Enrolment – Master’s, Fall 2020 compared to Fall 2016, Canadian and International students**



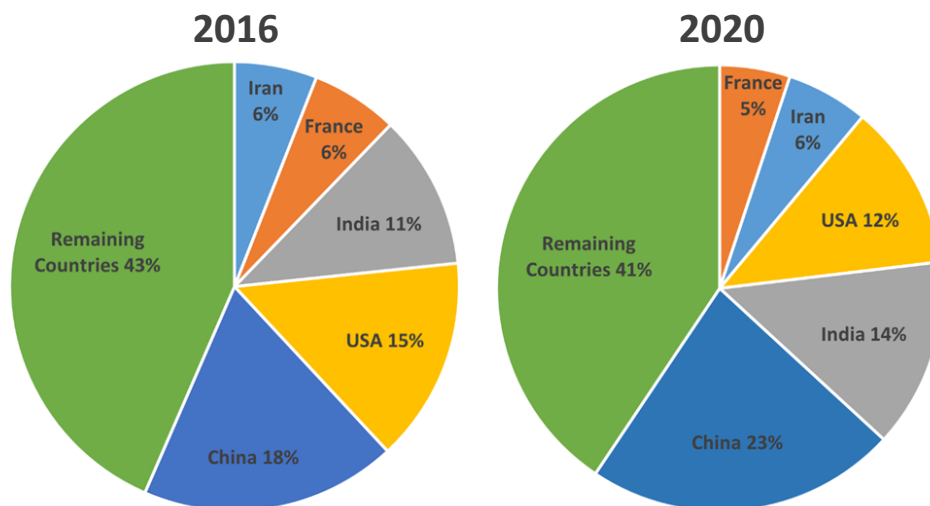
The top five source countries for international students at the graduate level have remained stable over the past five years, although their relative importance has somewhat shifted (*Table 2*).

**TABLE 2: Top 5 source countries (total enrolment - international Master’s and Doctoral, 2016 to 2020)**

Citizenship country	Registered headcount	
	2016	2020
China	571	902
India	344	549
USA	456	481
Iran	184	238
France	194	204
Remaining countries	1,345	1,622
<b>Grand Total</b>	<b>3,094</b>	<b>3,996</b>

While China remains the biggest source country (with 23% of all international graduate students in FY2020), India has moved up to the second place ahead of the US (*Figure 7*). The top five source countries account for nearly 60% of all international graduate students.

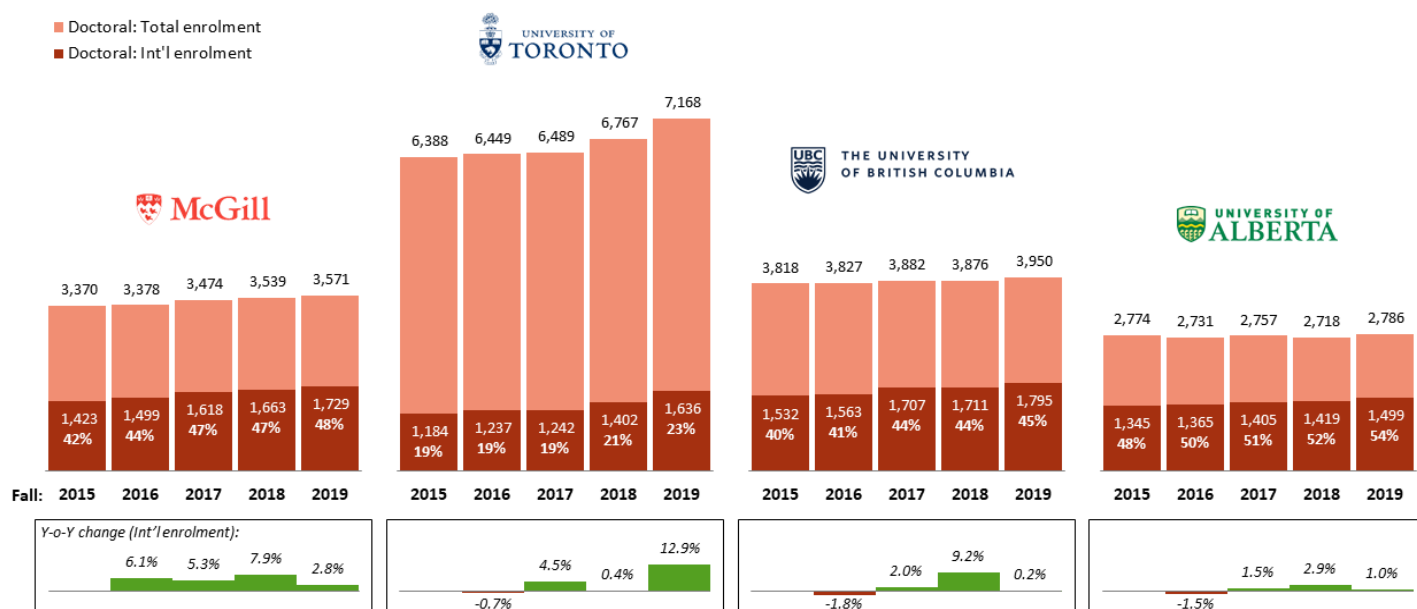
FIG 7: Top 5 source countries (total enrolment - international Master's and Doctoral, 2016 to 2020)



International enrolment at the doctoral level has increased steadily over the past five years, and McGill currently has one of the highest proportions of international doctoral students among U15 (Figure 8). 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 8: Growth of international doctoral enrolment (comparison with U15 peers; 2015 to 2019)

## PhD International Enrolment



Despite the marked increase in the number of admitted doctoral students, the entrance cGPA level of the Fall cohorts has remained high (*Tables 3a-b*).

**TABLE 3a:** Average admission GPA of entering doctoral students

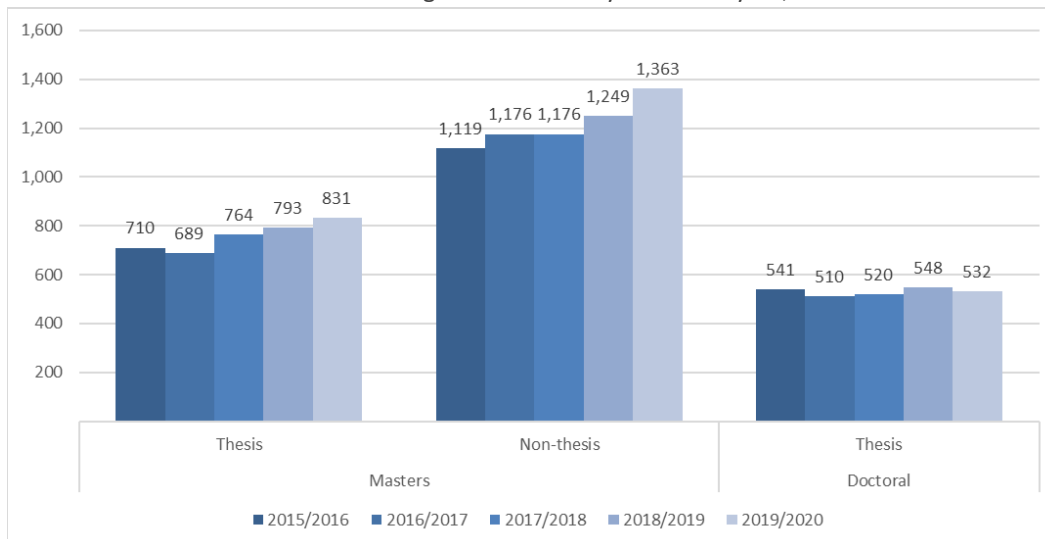
Faculty	Entering PhD Students				Average GPA			
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Agric. & Env. Sciences	40	44	42	36	3.58	3.48	3.56	3.53
Arts	96	90	82	82	3.74	3.77	3.75	3.80
Dentistry				14				3.71
Desautels Faculty Management	14	15	14	13	3.73	3.76	3.74	3.75
Education	60	52	49	50	3.68	3.73	3.75	3.70
Engineering	79	71	75	69	3.67	3.65	3.61	3.62
Interfaculty Studies	65	65	76	69	3.77	3.81	3.80	3.77
Law	11	14	14	14	3.31	3.51	3.35	3.41
Medicine	117	103	102	117	3.73	3.77	3.78	3.75
Schulich School of Music	28	21	24	29	3.85	3.89	3.80	3.87
Science	111	137	123	123	3.77	3.75	3.76	3.78
<b>University Total</b>	<b>621</b>	<b>612</b>	<b>601</b>	<b>616</b>	<b>3.72</b>	<b>3.73</b>	<b>3.73</b>	<b>3.73</b>

**TABLE 3b:** 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 2017	Fall 2018	Fall 2019	Fall 2020
Agric. & Env. Sciences	55.0%	52.3%	59.5%	66.7%	3.87	3.75	3.83	3.77
Arts	86.5%	88.9%	85.4%	89.0%	3.85	3.86	3.85	3.86
Dentistry				78.6%				3.86
Desautels Faculty Management	85.7%	93.3%	78.6%	84.6%	3.79	3.80	3.86	3.83
Education	81.7%	88.5%	81.6%	78.0%	3.87	3.91	3.92	3.93
Engineering	77.2%	66.2%	68.0%	71.0%	3.82	3.83	3.82	3.77
Interfaculty Studies	90.8%	87.7%	90.8%	87.0%	3.82	3.88	3.85	3.86
Law	36.4%	50.0%	35.7%	42.9%	3.59	3.76	3.70	3.57
Medicine	81.2%	86.4%	88.2%	86.3%	3.84	3.86	3.84	3.84
Schulich School of Music	96.4%	100.0%	83.3%	93.1%	3.89	3.89	3.91	3.91
Science	83.8%	81.8%	87.0%	89.4%	3.85	3.84	3.85	3.85
<b>University Total</b>	<b>81.3%</b>	<b>81.0%</b>	<b>81.2%</b>	<b>83.0%</b>	<b>3.84</b>	<b>3.85</b>	<b>3.85</b>	<b>3.84</b>

Over the past five years, there has been a steady increase in graduate degrees awarded. *Figure 9* shows the breakdown by level of study and type of program (thesis vs non-thesis).

**FIG 9:** Master's and Doctoral Degrees Awarded by Academic year, 2016 to 2020



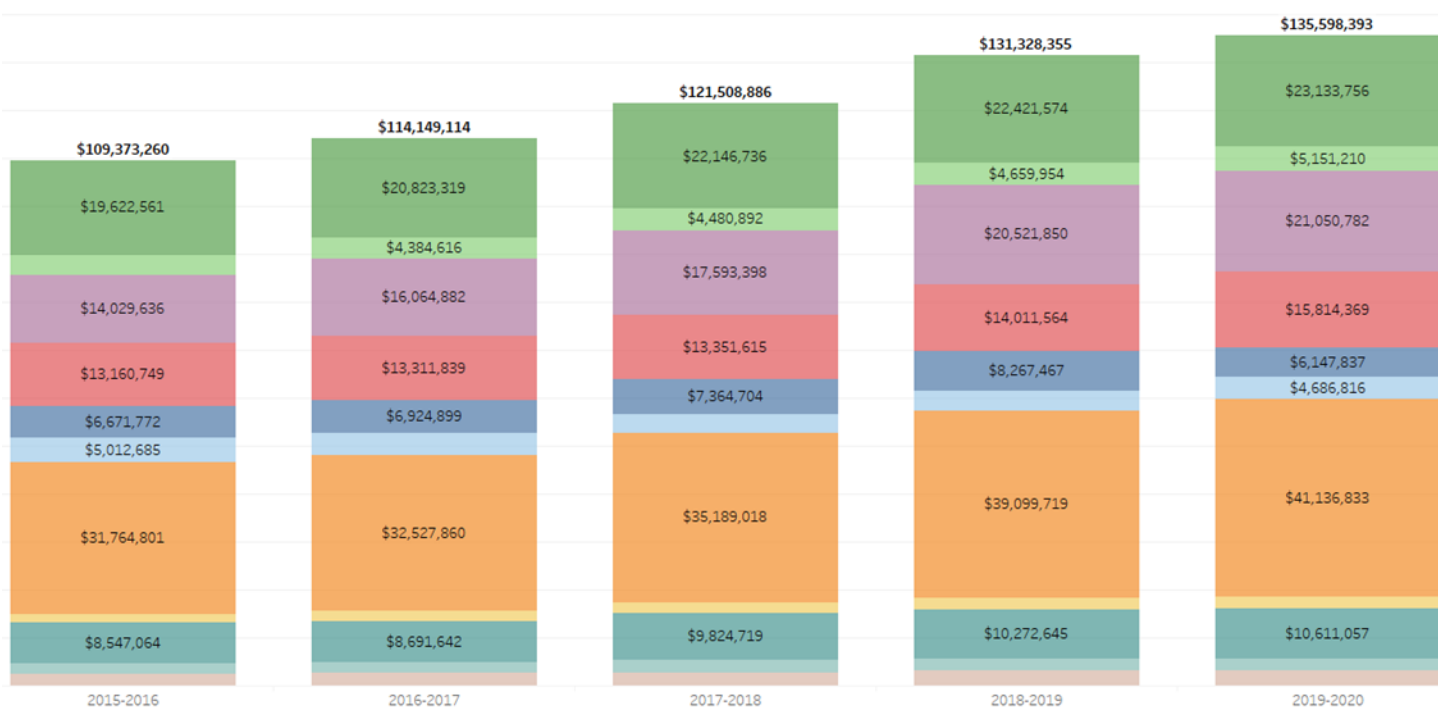


## Graduate funding

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 (over \$23 million in 2019/20) 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 10 provides a breakdown of graduate funding according to the type of support (internal and external) over the past five years.

FIG 10: Graduate funding breakdown according to financial support categories



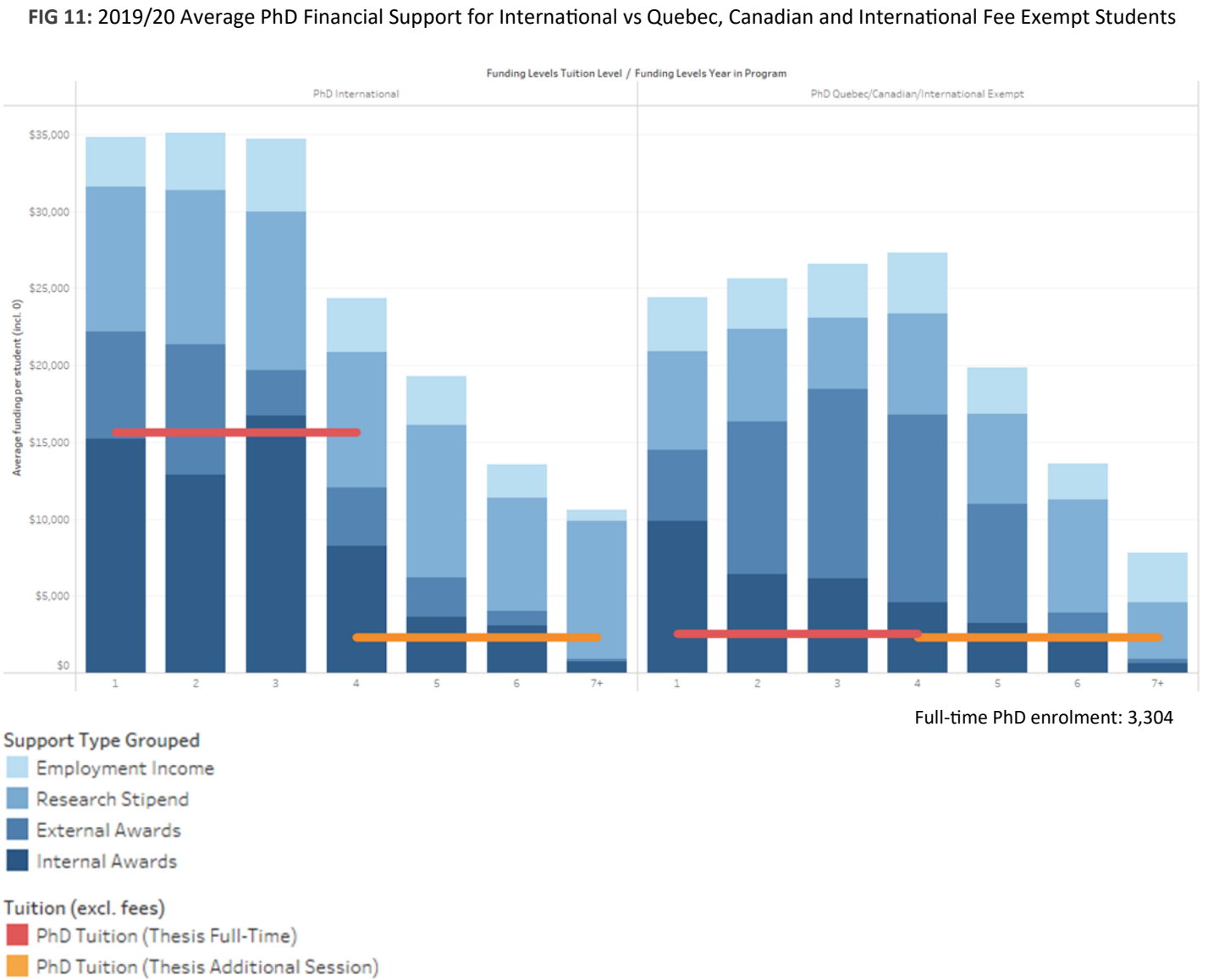
### Support Type

- 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 2020 FRQ payments are not available for the 2019-2020 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 11*).



The financial support data in *Figure 11* include only students registered full-time in both Fall and Winter terms of 2019/20. 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) and financial support received from affiliated hospitals/research institutes. 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 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.

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 19% of all graduate student funding.

At the provincial level, the proportion of FRQ awards won by McGill students has increased over the past five years (*Table 4*). It is expected that the increase will continue as international students are now eligible for FRQ funding. In 2020, 61 McGill international doctoral students received scholarships through the regular FRQ competitions.

**TABLE 4:** Percentage of all FRQNT, FRQSC and FRQS awards received by McGill students

Agency	Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FRQNT	Bourses de maîtrise en recherche	12.8%	10.2%	12.1%	14.0%	17.1%
FRQSC	Bourses de maîtrise en recherche	5.3%	3.9%	7.9%	5.5%	6.7%
FRQS	Formation de maîtrise	23.9%	23.7%	26.1%	26.2%	32.6%
FRQNT	Bourses de doctorat en recherche	23.5%	22.6%	16.4%	15.4%	17.6%
FRQSC	Bourses de doctorat en recherche	12.0%	12.2%	12.9%	12.0%	12.2%
FRQS	Formation de doctorat	38.3%	35.6%	31.2%	30.0%	34.4%

At the federal level, the most prestigious graduate awards 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-Council 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 5*).

**TABLE 5:** Vanier Canada Graduate Scholarship Awards

Year	McGill awards	McGill success rate (awards/quota)	University of Toronto awards	UBC awards
2019-2020	19	36%	27	21
2018-2019	16	30%	37	23
2017-2018	13	25%	35	21
2016-2017	15	29%	25	17
2015-2016	21	40%	28	24

McGill also attracts top candidates for postdoctoral research through the Banting Postdoctoral Fellowships competition. Valued at \$70,000 per year for up to two years of research, these fellowships are highly competitive: only 70 awards are available annually, and they can be taken up not only in Canada but also internationally. In 2019-2020, McGill received eight Banting Postdoctoral Fellowships (*Table 6*).

McGill Banting postdocs are featured on the [GPS website](#) and a [McGill Reporter](#) article.

**TABLE 6:** Banting Postdoctoral Fellowships

Year	McGill awards	McGill success rate (awards/submissions)	McGill rank nationwide	University of Toronto* awards
<b>2019-2020</b>	8	22%	2	11
<b>2018-2019</b>	2	6%	4 (shared)	6
<b>2017-2018</b>	6	23%	2	5**
<b>2016-2017</b>	4	13%	3	11
<b>2015-2016</b>	7	21%	2	13

Notes:

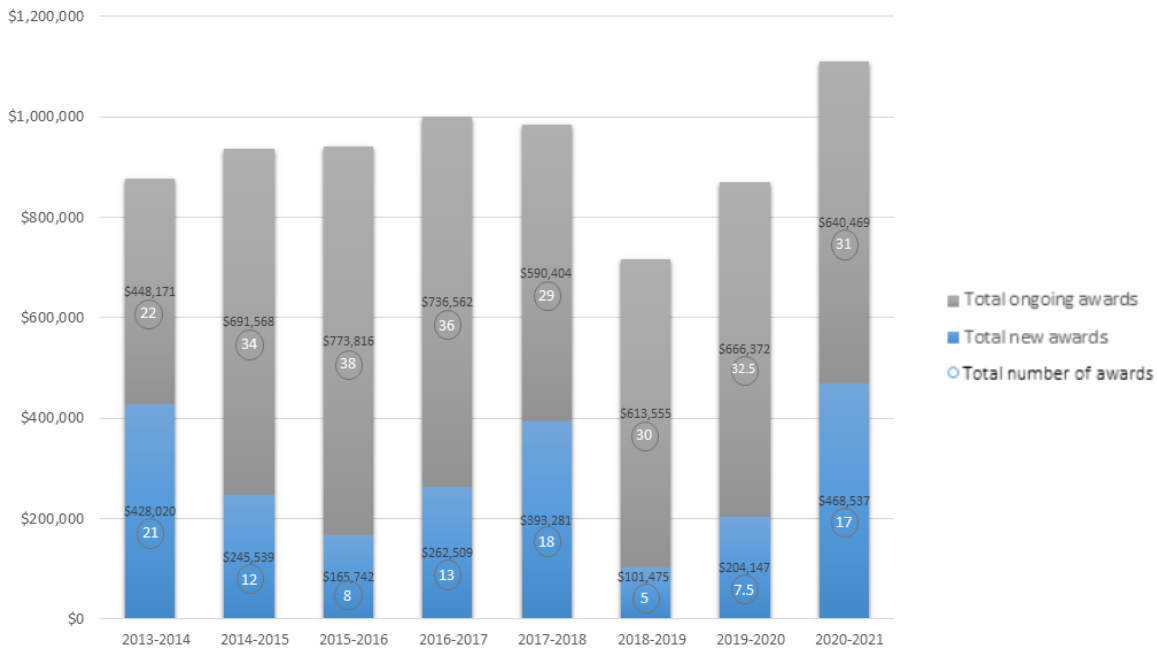
\* The University of Toronto usually receives the highest number of Banting Fellowships.

\*\* Both UBC (7) and McGill (6) received more Bantings than the University of Toronto in 2017-2018.

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 (*Figure 12a*) and Mexico (*Figure 12b*) 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, etc). These external fellowships currently total more than \$3M per year of funding.

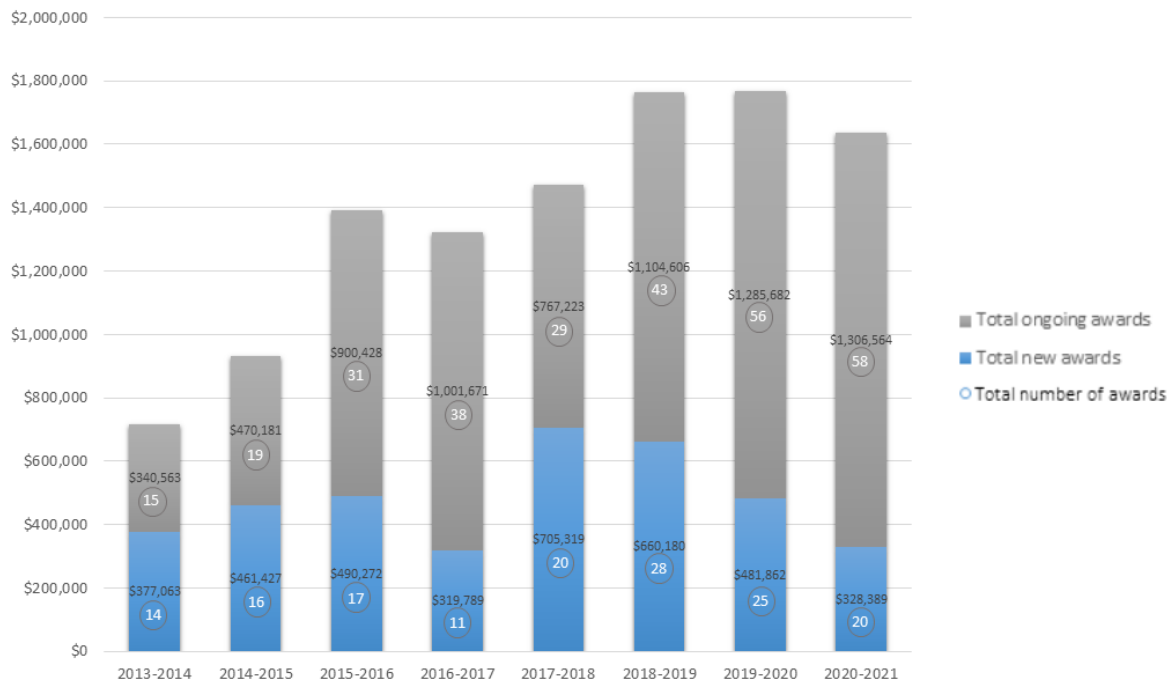
**FIG 12a: China Scholarship Council (CSC) Joint Scholarship Program**



**Notes:**

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

**FIG 12b: CONACyT Graduate Fellowship Program**



**Notes:**

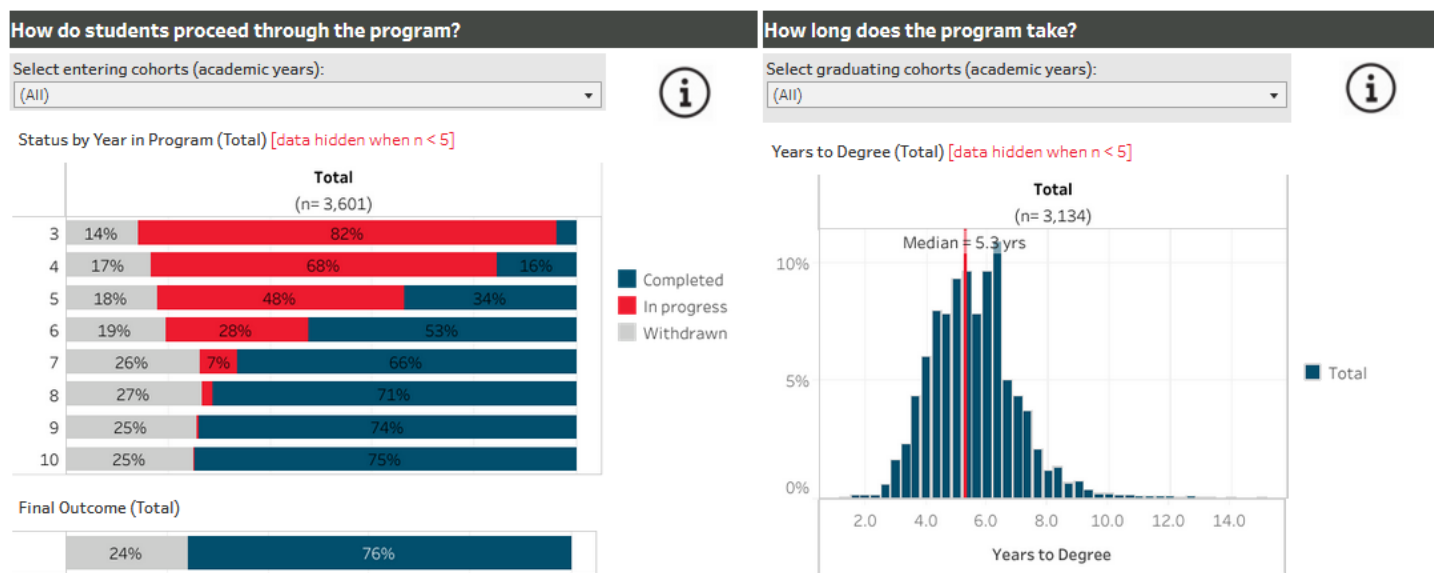
1. Total number of awards include both CONACyT and PBEEE (CONACyT nominates students for PBEEE).
2. The Merit scholarship program for international students (PBEEE) exists under the collaborative agreement between the Ministère de l'Éducation et de l'Enseignement supérieur du Québec (MEES) and the Mexican Government.



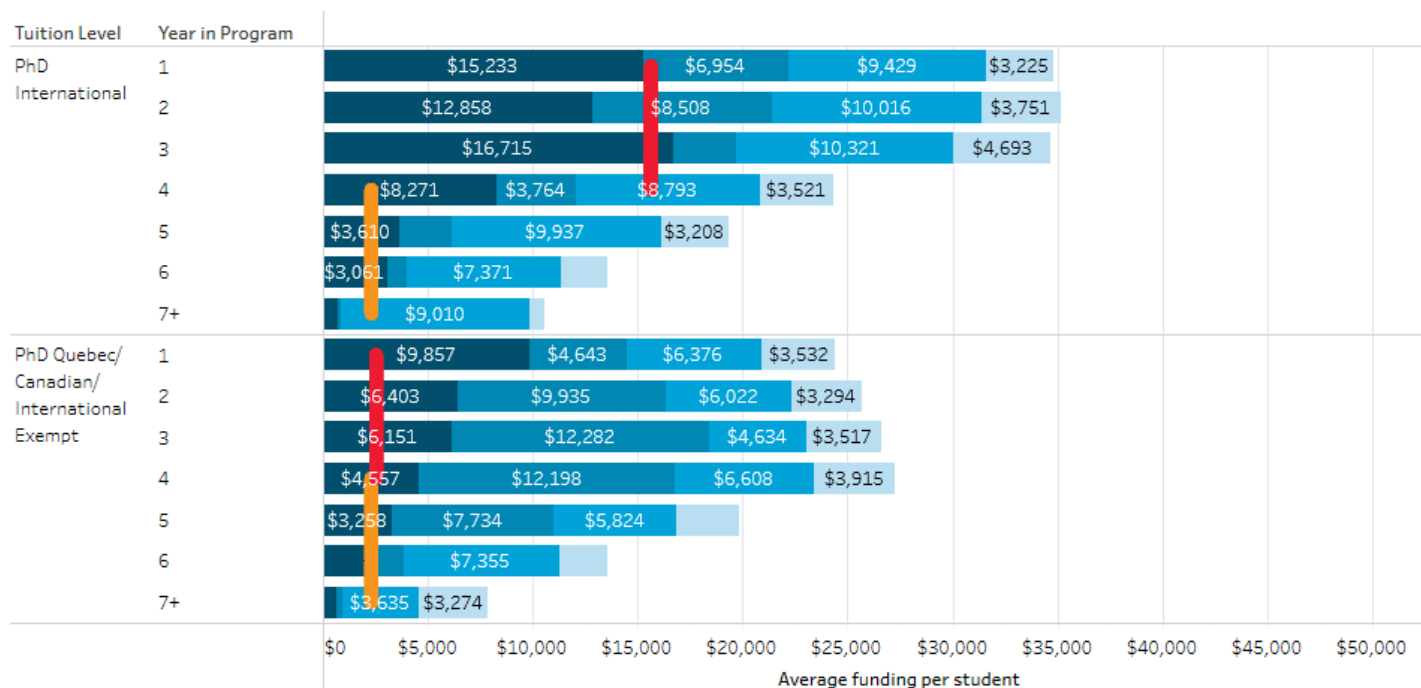
## Transparency around graduate education statistics

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 (*Figures 13a and 13b*).

**FIG 13a:** McGill PhD Statistics: Completion rates and completion times (all programs)



**FIG 13b: Average PhD Financial Support**



# CONCLUSION

## LOOKING TO OUR THIRD CENTURY

GPS strives to support graduate students in their pursuit of academic excellence. In a year like no other, GPS increased its efforts to consult with graduate students, their supervisors, and McGill support staff about the new barriers imposed by the global pandemic. Outreach continues to inform new policies and procedures that offer graduate students increased flexibility and support as they work towards their degrees.

GPS will continue to recruit top graduate students by developing innovative Master's and PhD programs. New interdisciplinary programs will help students acquire versatile skillsets they can bring to a range of problems both inside and outside of academia.

Graduate students will continue to benefit from an enriched experience at McGill, where they have access to a host of supports such as myPath, SKILLSETS, the Student Wellness Hub, Graphos, CaPS, and many others. GPS, in partnership with TLS, will continue to promote best practices in supervision that help students and supervisors build supportive and lasting professional relationships.

While we hope that the hardest days of the global pandemic will soon be behind us, we know that the work of recovery will require innovative thinkers who can make decisions in the face of uncertainty. McGill provides a world-class education that connects students with experts at the top of their chosen field, and provides them with the funding, research opportunities, and training to enter their fields as global leaders ready to take on complex problems. GPS will continue its support for both international and domestic students, and will seek to expand opportunities for partnership.

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.