



Memorandum

Office of the Dean of Graduate and
Postdoctoral Studies

TO: Senate

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

SUBJECT: Annual Report on Graduate and Postdoctoral Studies

DATE: March 22, 2023

DOCUMENT #: D22-48

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Annual Report on Graduate and Postdoctoral Studies.

BACKGROUND & RATIONALE The Annual Report on Graduate and Postdoctoral Studies (GPS) provides Senators with information on strategic priorities and the role of GPS in the McGill community. 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 Spring 2024.

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

APPENDICES Appendix A: Annual Report from Graduate and Postdoctoral Studies

ANNUAL REPORT 2022



Table of Contents

Introduction	3
Mission	3
GPS priorities	3
Supporting Student Success	5
Supervision	6
Supervision resources for students	6
Supervision website	7
Award-winning supervision	9
Graduate education statistics	10
Graduate admissions and enrolment	10
Graduate funding	16
Transparency around graduate education statistics	22
Conclusion	23

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 provides an overview of GPS's mission and strategic priorities, and presents initiatives undertaken to support graduate student success at McGill.

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 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

FIG 1: GPS Priorities



Supporting Student Success

GPS strives to ensure graduate students have a meaningful McGill experience from the moment they arrive on campus to the moment they cross the stage at Convocation. Several tools are in place to help ensure students in thesis programs have consistent support and feedback throughout their programs.

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 and mandatory for all new PhD students.

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.



The Graduate Student Research Progress Tracking form is used during face-to-face meetings between the doctoral student, supervisor, and at least one other departmental representative.

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



In 2022, GPS introduced an expanded suite of thesis support activities delivered through Graphos. These include 3 Months to Advance Your Thesis (a new program offering students structure, space and support as they write) and "Thesis Plus" (targeted information sessions, group discussions and writing activities over 1-2 weeks per term). These and other Graphos initiatives (e.g. 1-credit Thesis Writing Lab) provide needed support to students whose research and writing may have been adversely impacted by the pandemic.

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.



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.

SUPERVISION RESOURCES FOR STUDENTS

Students starting at McGill in Fall 2022 gained access to new resources to help them build strong supervisory relationships based on clear expectations and open communication. Students accessed:

- Pre-arrival webinars where prospective students brought questions about supervision and thesis research to a panel of current students for advice;
- A myCourses orientation module on graduate supervision redesigned in 2022 specifically for PhD and Master's thesis students;
- An interactive, discussion-based in-person orientation workshop, offered thrice during Orientation week.

Current students benefitted from the Skillsets supervision [workshop series](#), which continued to offer popular webinars like Getting the Best out of Your Supervisor with Associate Dean Nathan Hall and student panelists.

Communication, empathy, and clear expectations are crucial to maintaining a successful supervisory relationship; this is what graduate students shared in [GPS's Graduate Supervision video series](#). We asked current graduate students to share their advice on navigating a thesis program, from what to look for in a supervisor, to defining a research topic, to preparing to meet a supervisory committee for an annual progress tracking meeting (Figure 2).

FIG 2: Student Testimonials



Some of the best advice I think I've gotten in changing my perspective on pursuing a PhD is that the output of the PhD isn't the papers you publish, the output of the PhD is you. So it's not necessarily what your project was, but the skills you acquired along the way to get there.

Carina Sabourin, ["Defining a Research Topic"](#)

Student community, especially graduate student community ... have played an immense role in my life. They've kept me grounded and I don't feel alone ... because everybody is facing some or the other kind of hurdles.



Karuna Kapoor, ["Maintaining your Wellbeing"](#)

SUPERVISION WEBSITE

The graduate supervision website (www.mcgill.ca/gradsupervision) was first built in 2013 as a resource for both students and supervisors navigating the challenges of graduate thesis research. Separate from the main GPS site, [Graduate Supervision](#) provides one of the most comprehensive explorations of graduate supervision available for graduate students and supervisors.

In 2022, GPS revised the website's content and navigation to ensure that relevant advice and best practices remain at visitors' fingertips (Figure 3).

FIG 3: Landing page of the Graduate Supervision website

The screenshot shows the landing page of the McGill Graduate Supervision website. At the top left is the McGill logo. To its right is the text 'Supervision Graduate and Postdoctoral Support'. Further right is a search bar with a magnifying glass icon. In the top right corner, there is a red 'Quick Links' button with a dropdown arrow. Below the header is a dark navigation bar with white text links: 'About', 'Being a supervisee', 'Being a supervisor', 'Supervision Snapshots', 'Timelines', 'Ask an Associate Dean', and 'Resources'. The main content area is divided into two columns. The left column has a header 'Being a Supervisee' and a paragraph: 'Supervisees often contribute directly to the research of supervisors as they become scholars and earn their qualifications.' Below this is a black button with white text: 'Learn more about your role as supervisee here.' The right column has a header 'Being a Supervisor' and a paragraph: 'Distinct from classroom teaching, supervision involves mentorship and the formation of the next generation of academic professionals.' Below this is a black button with white text: 'Learn more about your role as a supervisor here.'

Being a Supervisee

Supervisees often contribute directly to the research of supervisors as they become scholars and earn their qualifications.

[Learn more about your role as supervisee here.](#)

Being a Supervisor

Distinct from classroom teaching, supervision involves mentorship and the formation of the next generation of academic professionals.

[Learn more about your role as a supervisor here.](#)

For students, the [Being a Supervisee section](#) provides advice on:

- Discussing expectations (LOUs)
- Receiving feedback
- Communicating with a supervisor
- Staying on track and making progress
- Work-life balance in the context of thesis research

For Supervisors, the [Being a Supervisor section](#) shares a host of best practices and ideas to reflect on. Topics include:

- Mentoring
- Co-supervision
- Supervisory committees
- Clarifying expectations with students
- Giving feedback
- Tracking student progress

The [Timelines section](#) provides advice on each step of a thesis student’s journey – from choosing a supervisor, to writing a thesis, to submitting a thesis after oral defence. Many pages now feature new video content sharing advice and perspectives from current students on how to successfully pass key milestones.

New in 2022, the graduate supervision website now features an [Ask an Associate Dean page](#), where GPS Associate Deans answer common student questions (Figure 4).

FIG 4: Ask an Associate Dean

Ask an Associate Dean

There are three Associate Deans working at Graduate and Postdoctoral Studies who support graduate students, postdocs, and their supervisors. Associate Deans are experienced supervisors and former Graduate Program Directors, and they’ve seen a range of different supervisory styles in their time at McGill.

We collected frequently-asked questions from graduate students and postdocs below, and asked the Associate Deans for their advice.

Have a question? You can [submit anonymous questions here](#).

— My supervisor is very busy. How can I avoid feeling like a burden?



Associate Dean Nathan Hall answers this question: "Do you have any advice for working with a busy supervisor? How can I avoid feeling like I am a burden on them? In my bachelor's degree, I didn't have a supervisor and had to figure everything out by myself. And now I'm not sure if I'm like allowed to bother my supervisor with my questions."

- + Can I change supervisors?
- + My supervisor always shoots down my ideas. What should I do?
- + How can I tactfully seek a co-supervisor?
- + I am afraid to talk to my supervisor. What should I do?
- + When should I talk to my supervisory committee?
- + Do I have to keep my supervisor informed about everything I am doing?
- + Can my supervisor withdraw my funding?
- + How can I politely ask for a raise in salary as a postdoc?

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 5).

FIG 5: Winners of 2022 Supervision Awards



Elena Bennett, Natural Resource Sciences
2022 Winner of the David Thomson Award

“*My real job is to guide students, not just in the subject matter at hand, but also in how to be great and passionate scientists, first-class colleagues, and societal leaders.*”



Argerie Tsimicalis, Ingram School of Nursing
2022 Winner of the Carrie M. Derick Award

“*I offer my students the knowledge, skills, and tools to run with their ideas, and to collectively dream, discover and innovate.*”



Prof. Philip S. S. Howard, Department of Integrated Studies in Education
2022 NAGS Graduate Faculty Teaching Award (Doctoral Level)

“*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.*”

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:

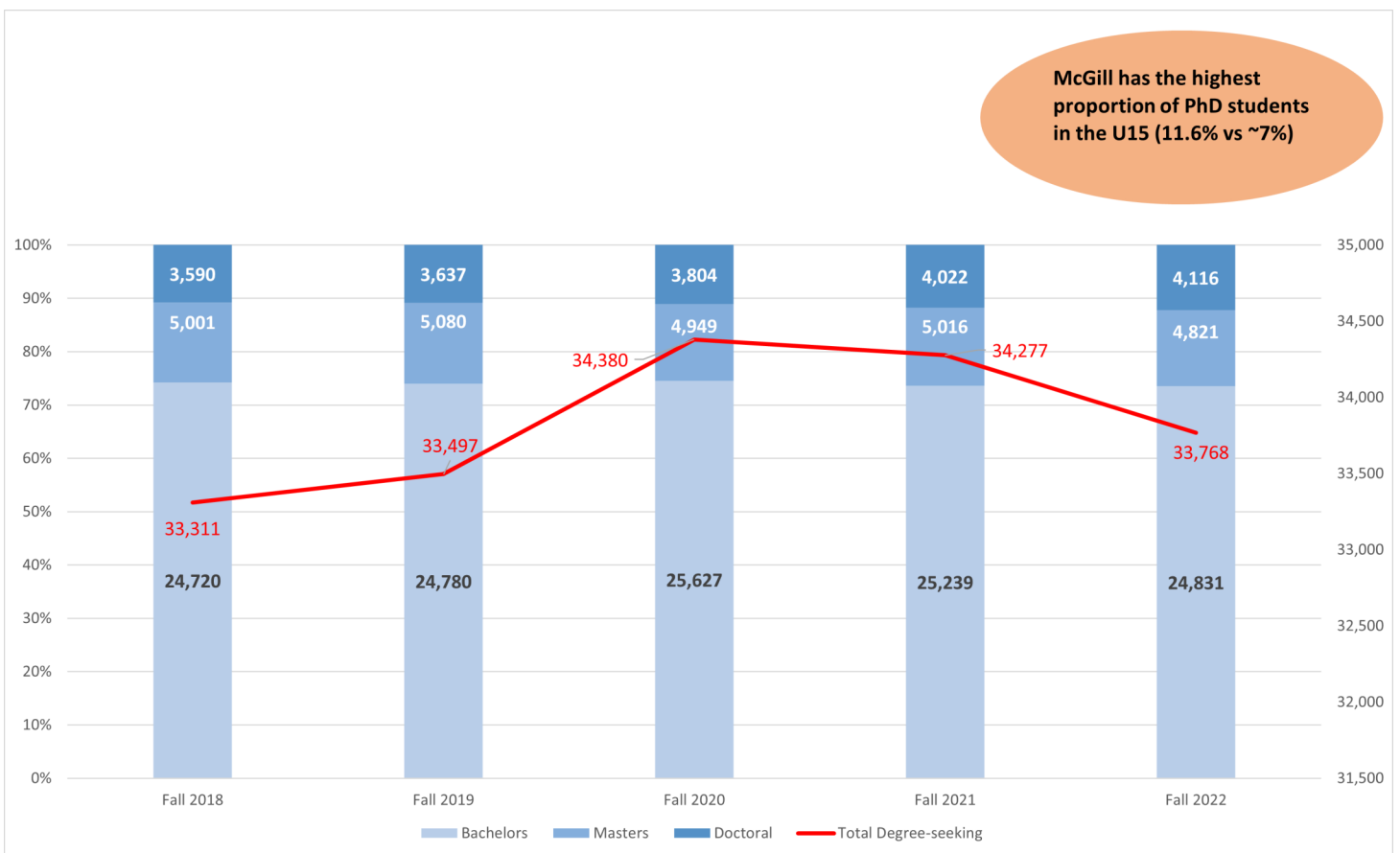
- Pierre Pluye, Department of Family Medicine (2021 Graduate Faculty Teaching Award — Doctoral Level)
- Tamara Sussman, School of Social Work (2019 Graduate Faculty Teaching Award — Master’s Level)
- Victoria Talwar, Faculty of Education (2018 Graduate Faculty Teaching Award — Doctoral Level)

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 2022, McGill had 8,937 degree-seeking graduate students, with the highest proportion of doctoral students among Canada’s top research universities (U15) (Figure 6).

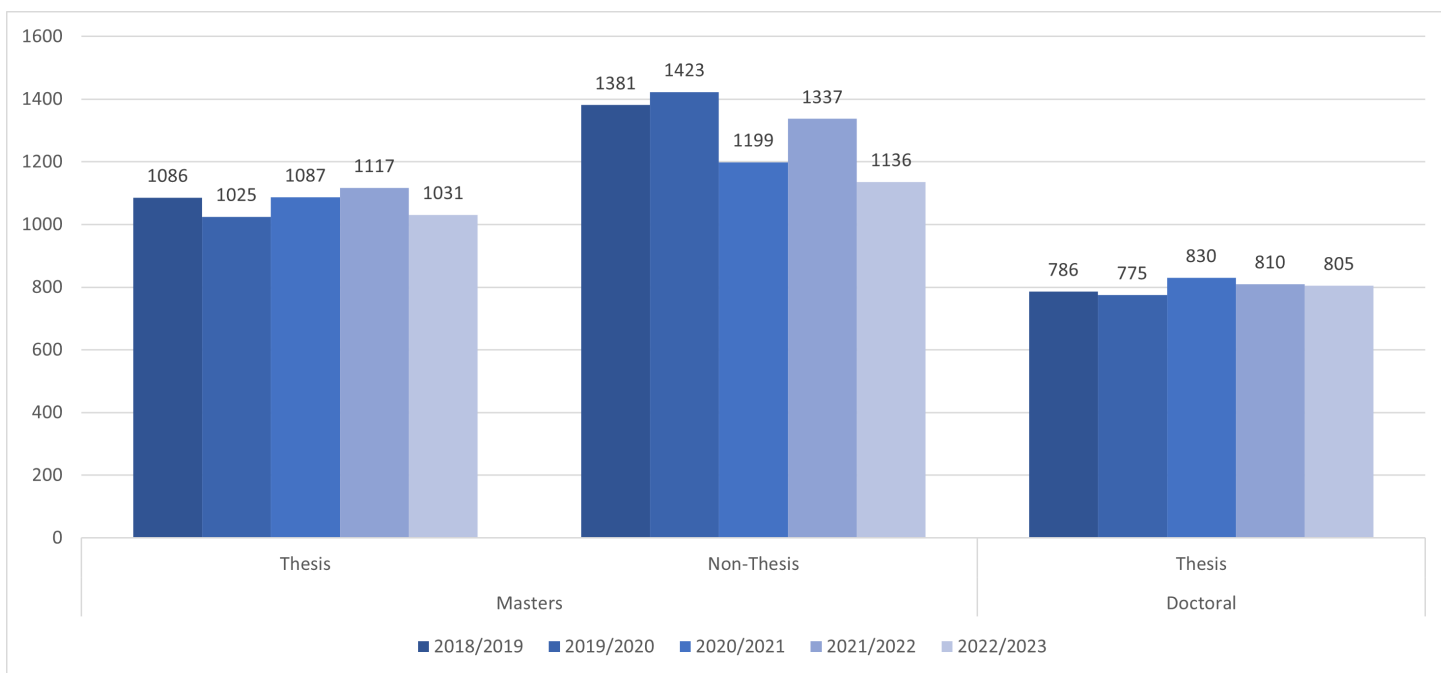
FIG 6: Degree-seeking Enrolment (Bachelor's, Master's and Doctoral Students), 2018 to 2022



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 in Master’s thesis programs has remained stable. Master’s non-thesis registrations have fluctuated since the beginning of the pandemic. High levels of doctoral enrolment have been maintained over the past five years (Figure 7a).

FIG 7a: Degree-seeking Enrolment (Bachelor's, Master's and Doctoral Students), 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 relatively stable since Fall 2018, with international students now comprising 54% of the entering doctoral cohort. At the same time, the proportion of Canadian students has decreased while the proportion of Quebec students is increasing. At the Master’s level, the proportion of new Quebec and Canadian students has increased, while the proportion of international students has decreased (Figures 7b-1 and 7b-2).

FIG 7b-1: New Enrolment - Doctoral, Fall 2022 compared to Fall 2018, Canadian and International students

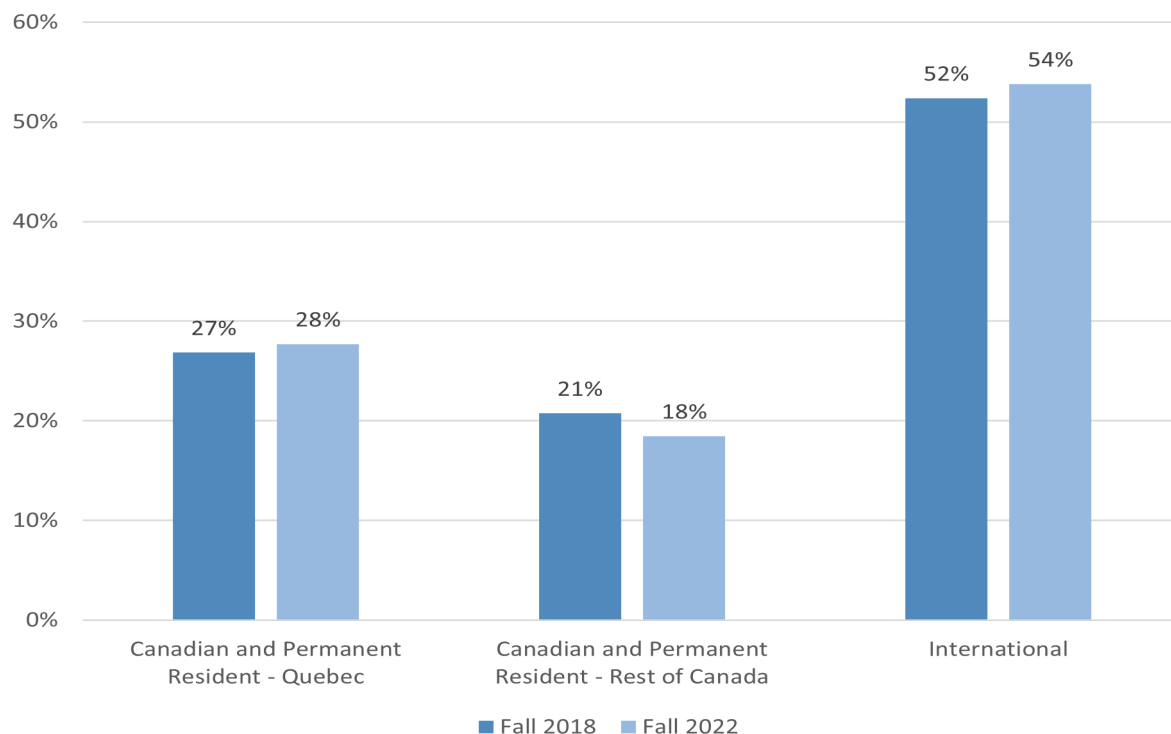
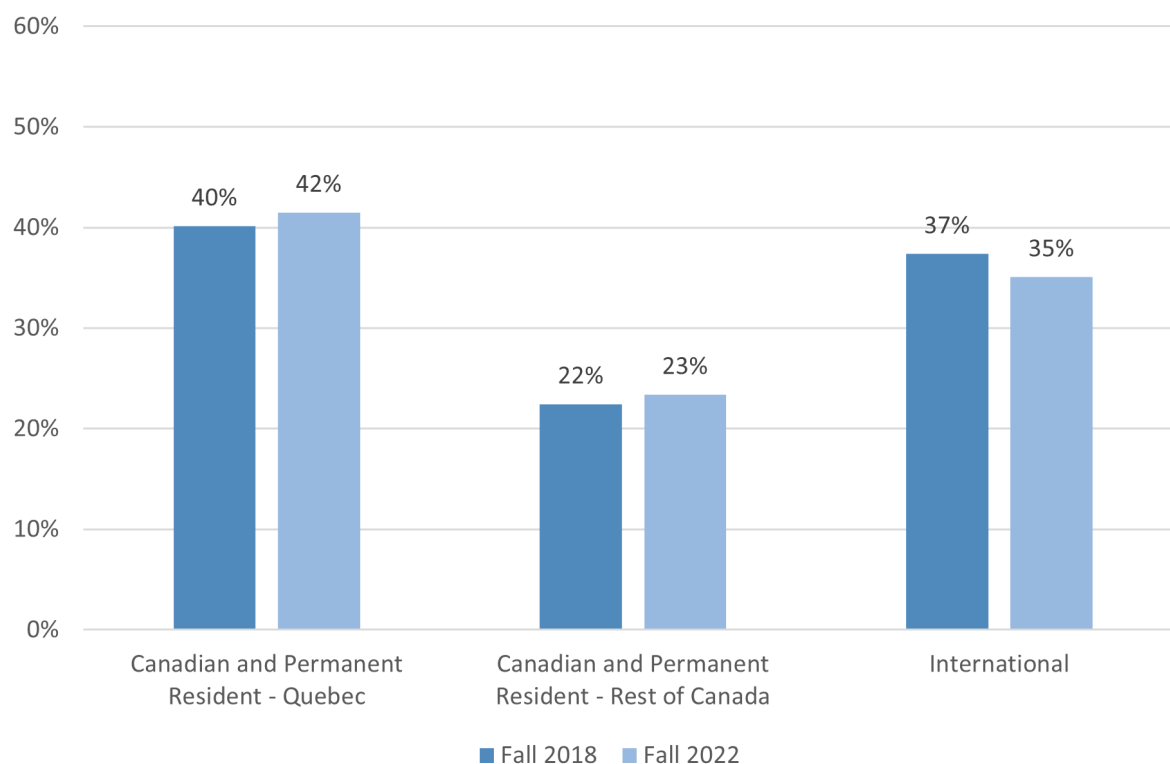


FIG 7b-2: New Enrolment – Master’s, Fall 2022 compared to Fall 2018, Canadian and International students

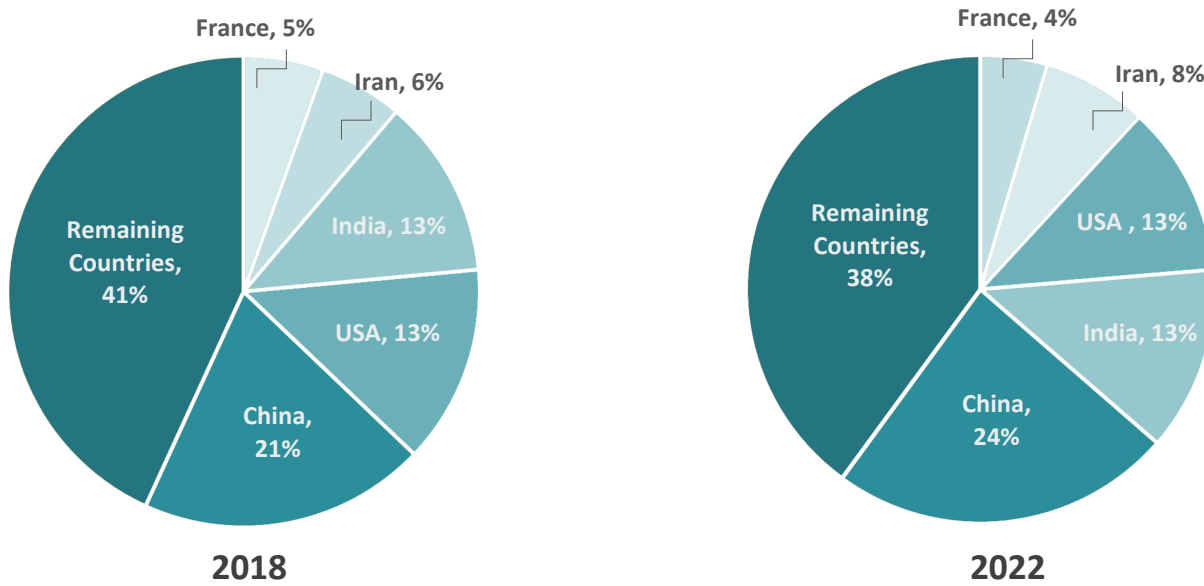


The top five source countries for international students at the graduate level have remained stable over the past five years, although their relative importance has somewhat shifted (Table 1). China remains the biggest source country, with 24% of all international graduate students in FY2022 (Figure 8). The top five source countries account for 60% of all international graduate students.

TABLE 1: Top 5 source countries (total enrolment - international Master’s and Doctoral, 2018 to 2022)

Citizenship country	Registered headcount	
	2018	2022
China	755	1,040
India	472	545
USA	476	535
Iran	206	319
France	189	190
Remaining countries	1,479	1,624
Grand Total	3,577	4,253

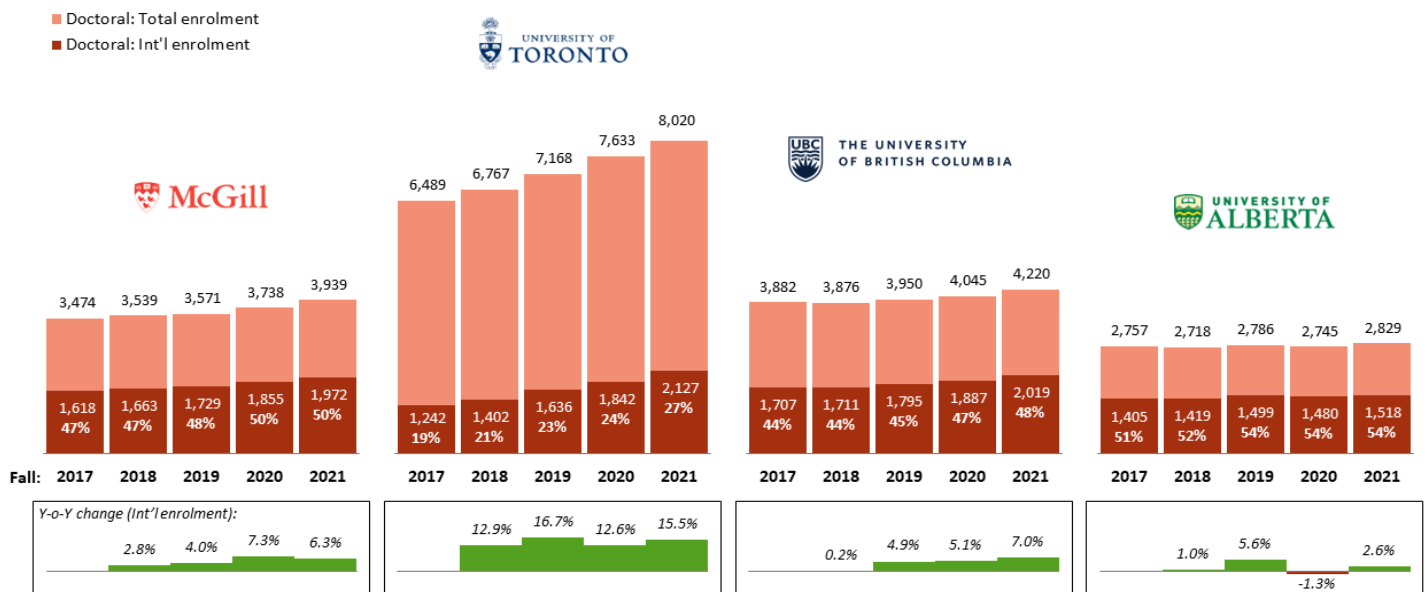
FIG 8: Top 5 source countries (total enrolment - international Master's and Doctoral, 2018 to 2022)



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 9). GPS has achieved this through important recruitment efforts and the establishment of partnerships with various international sponsoring agencies.

FIG 9: Growth of international doctoral enrolment (comparison with U15 peers; 2017 to 2021)

PhD International Enrolment



Source: U15DE Fall enrolment headcounts

The entrance cGPA level of the Fall cohorts has remained high (Tables 2a-b).

TABLE 2a: Average admission GPA of entering doctoral students

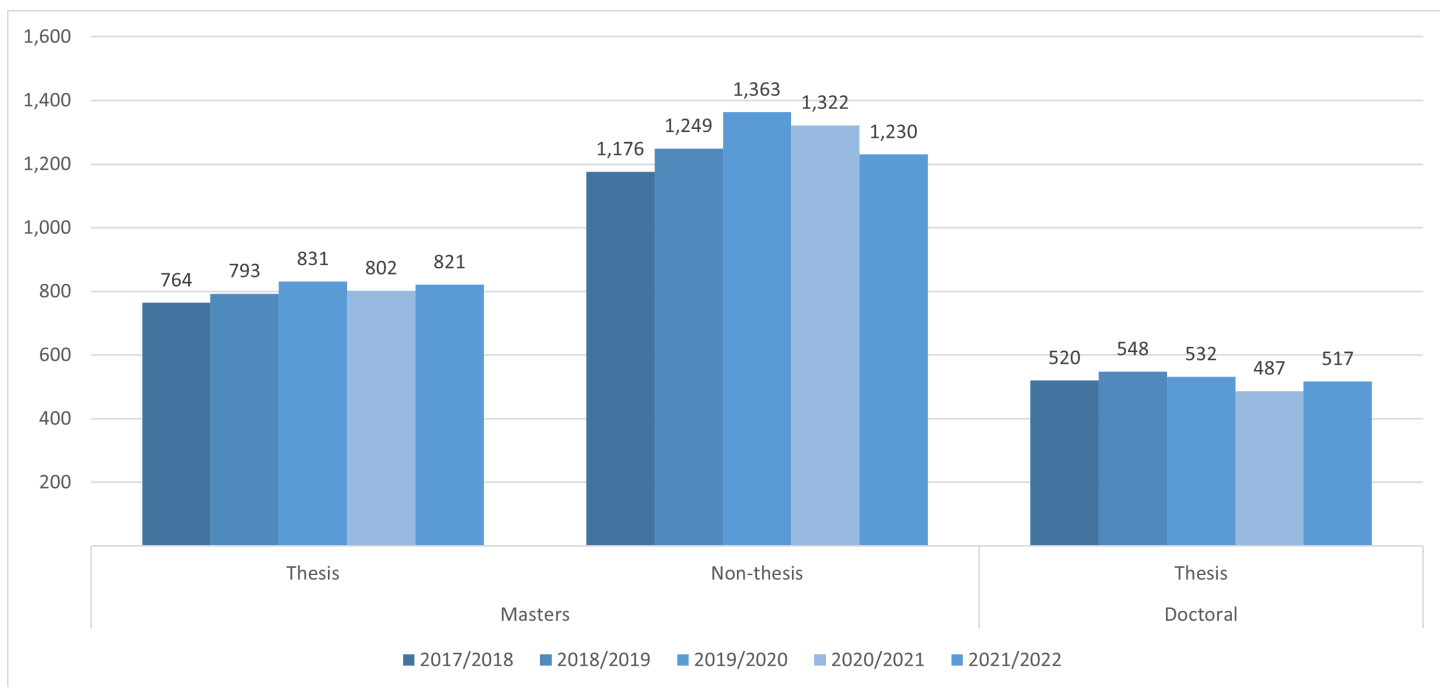
Faculty	Entering PhD Students					Average GPA				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Agric. & Env. Sciences	44	42	36	42	33	3.48	3.56	3.53	3.58	3.58
Arts	90	82	82	69	105	3.77	3.75	3.80	3.73	3.78
Dental Med. & Oral Hlth Sci			14	7	5			3.71	3.84	3.45
Desautels Faculty Mgmt	15	14	13	11	14	3.76	3.74	3.75	3.74	3.82
Education	52	49	50	53	46	3.73	3.75	3.70	3.77	3.64
Engineering	71	75	69	87	53	3.65	3.61	3.62	3.64	3.55
Interfaculty Studies	65	76	69	80	93	3.81	3.80	3.77	3.72	3.80
Law	14	14	14	13	14	3.51	3.35	3.41	3.56	3.55
Medicine & Hlth Sci	103	102	117	110	109	3.77	3.78	3.75	3.79	3.80
Schulich School of Music	21	24	29	39	18	3.89	3.80	3.87	3.81	3.88
Science	137	123	123	138	122	3.75	3.76	3.78	3.77	3.79
University Total	612	601	616	649	612	3.73	3.73	3.73	3.73	3.74

TABLE 2b: Percentage of entering doctoral students with an admission GPA between 3.5 - 4.0

Faculty	% students					Average GPA				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Agric. & Env. Sciences	52.3%	59.5%	66.7%	64.3%	63.6%	3.75	3.83	3.77	3.85	3.82
Arts	88.9%	85.4%	89.0%	89.9%	85.7%	3.86	3.85	3.86	3.84	3.88
Dental Med. & Oral Hlth Sci			78.6%	85.7%	60.0%			3.86	3.92	3.68
Desautels Faculty Mgmt	93.3%	78.6%	84.6%	81.8%	92.9%	3.80	3.86	3.83	3.83	3.85
Education	88.5%	81.6%	78.0%	84.9%	69.6%	3.91	3.92	3.93	3.94	3.89
Engineering	66.2%	68.0%	71.0%	74.7%	69.8%	3.83	3.82	3.77	3.82	3.79
Interfaculty Studies	87.7%	90.8%	87.0%	78.8%	86.0%	3.88	3.85	3.86	3.85	3.89
Law	50.0%	35.7%	42.9%	69.2%	64.3%	3.76	3.70	3.57	3.74	3.70
Medicine & Hlth Sci	86.4%	88.2%	86.3%	88.2%	87.2%	3.86	3.84	3.84	3.85	3.88
Schulich School of Music	100.0%	83.3%	93.1%	84.6%	88.9%	3.89	3.91	3.91	3.91	3.95
Science	81.8%	87.0%	89.4%	83.3%	91.8%	3.84	3.85	3.85	3.87	3.85
University Total	81.0%	81.2%	83.0%	81.8%	83.0%	3.85	3.85	3.84	3.86	3.86

Figure 10 shows the graduate degrees awarded, broken down 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 10: Master's and Doctoral Degrees Awarded by Academic year, 2018 to 2022

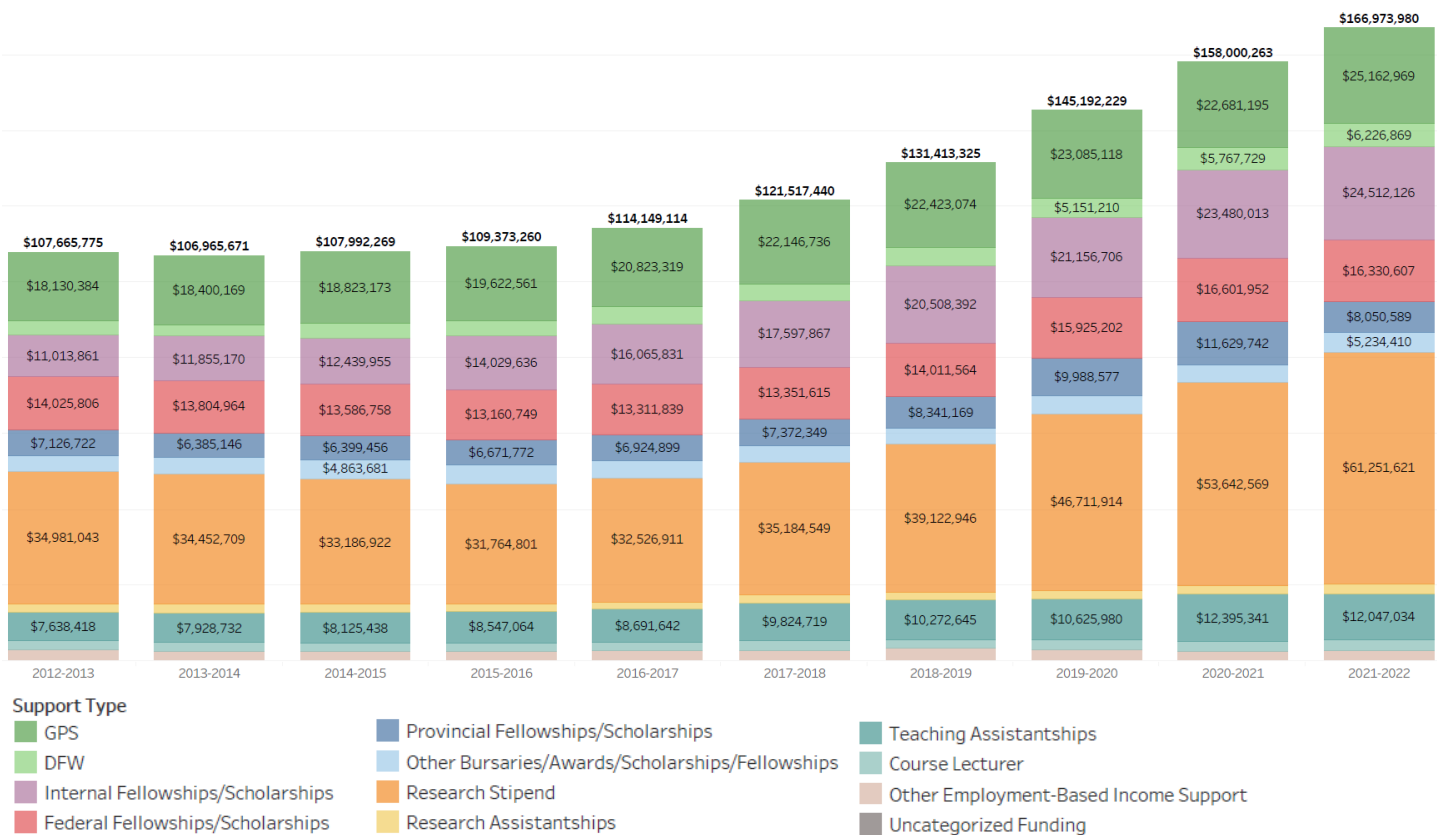


GRADUATE FUNDING

McGill recognizes that its continuing success in attracting top students rests on its ability to provide competitive graduate student financial support. To this effect, in the 2022/2023 academic year, an additional \$7 million was injected into the central funding allocation in support of graduate students. As well, Faculties received \$1.6 million as part of the Graduate Enrolment Driven Incentive (GEDI), as an incentive for graduate recruitment.

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 \$25 million in 2021/22) 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 11 provides a breakdown of graduate funding according to the type of support (internal and external) over the past five years. Of the \$167 million provided to graduate students overall, the University funding contribution through GPS amounts to 18.8% (GPS allocation and Differential Fee Waivers). Thanks to an increased focus on graduate students in University fundraising, McGill internal scholarships now amount to 14.6% of total graduate student funding. Research stipends and research assistantships paid from professors' grants amount to 37%, whereas University employment (including teaching assistantships and course lectureships) represents 9%.

FIG 11: Graduate funding breakdown according to financial support categories



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).
- Provincial Agency (FRQ) award payment data is received based on the Agency's fiscal year. As a result, summer 2022 FRQ payments are not available for the 2021-2022 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. For the last 3 years, research stipends include funding provided by supervisors located at the MUHC-RI and LDI
- 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. An interactive dashboard of average PhD financial support by discipline and by Faculty can be consulted on the [GPS website](#).

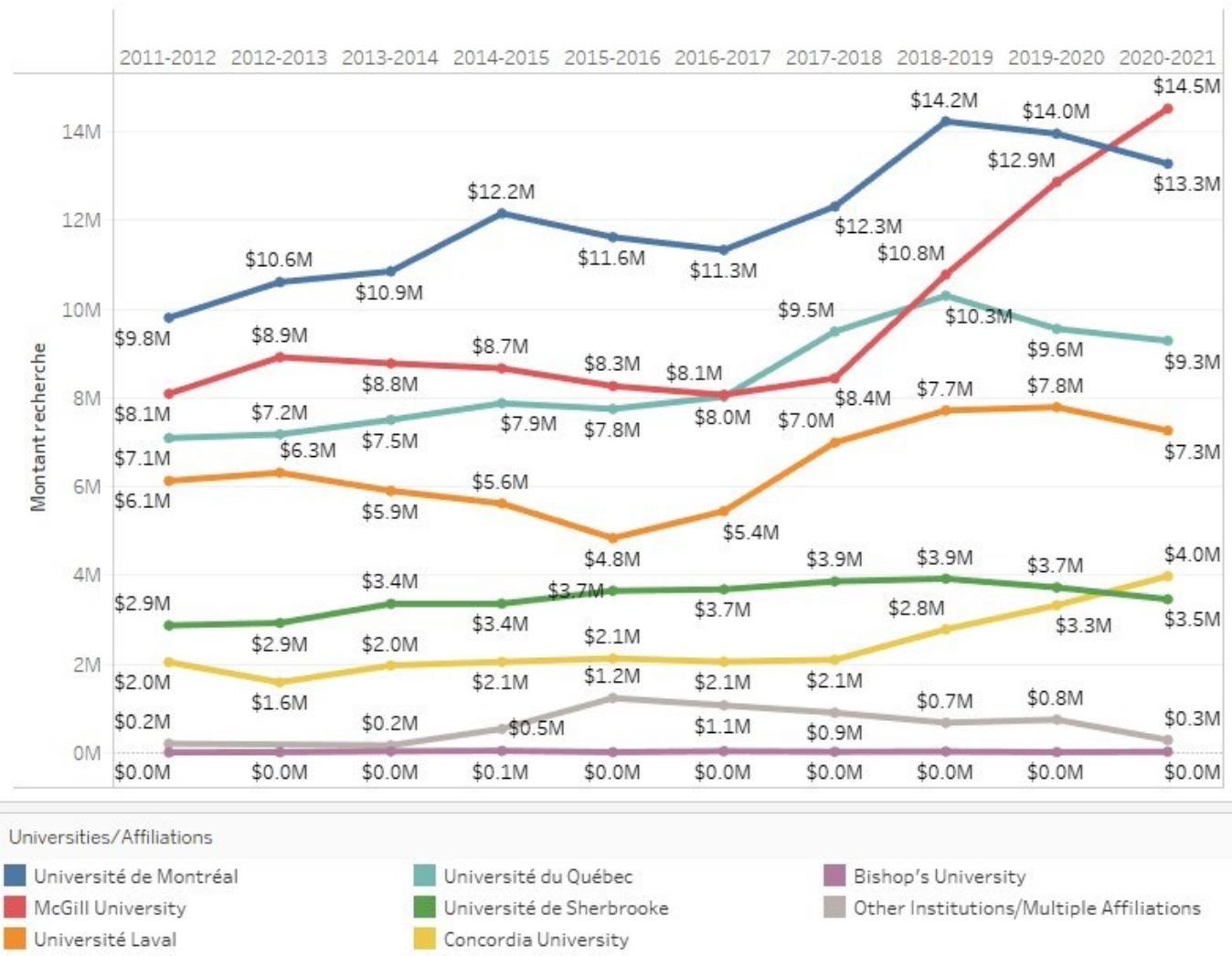
GPS has developed guidelines regarding funding letters given to PhD students at the time of admission. A new letter template was deployed for Fall 2021 admissions and has been further refined for Fall 2023 admissions. It provides more transparency about funding packages, ensures consistency and equity 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 15% of all graduate student funding.

At the provincial level, McGill continues to perform well in FRQ competitions overall (Figure 12). The total FRQ funding received by McGill has now surpassed all other universities. The growth in funding since 2017 is largely attributable to success in FRQS competitions (Figure 13).

FIG 12: Amount of FRQ scholarships and training grants awarded to Quebec universities, 2011-2020

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

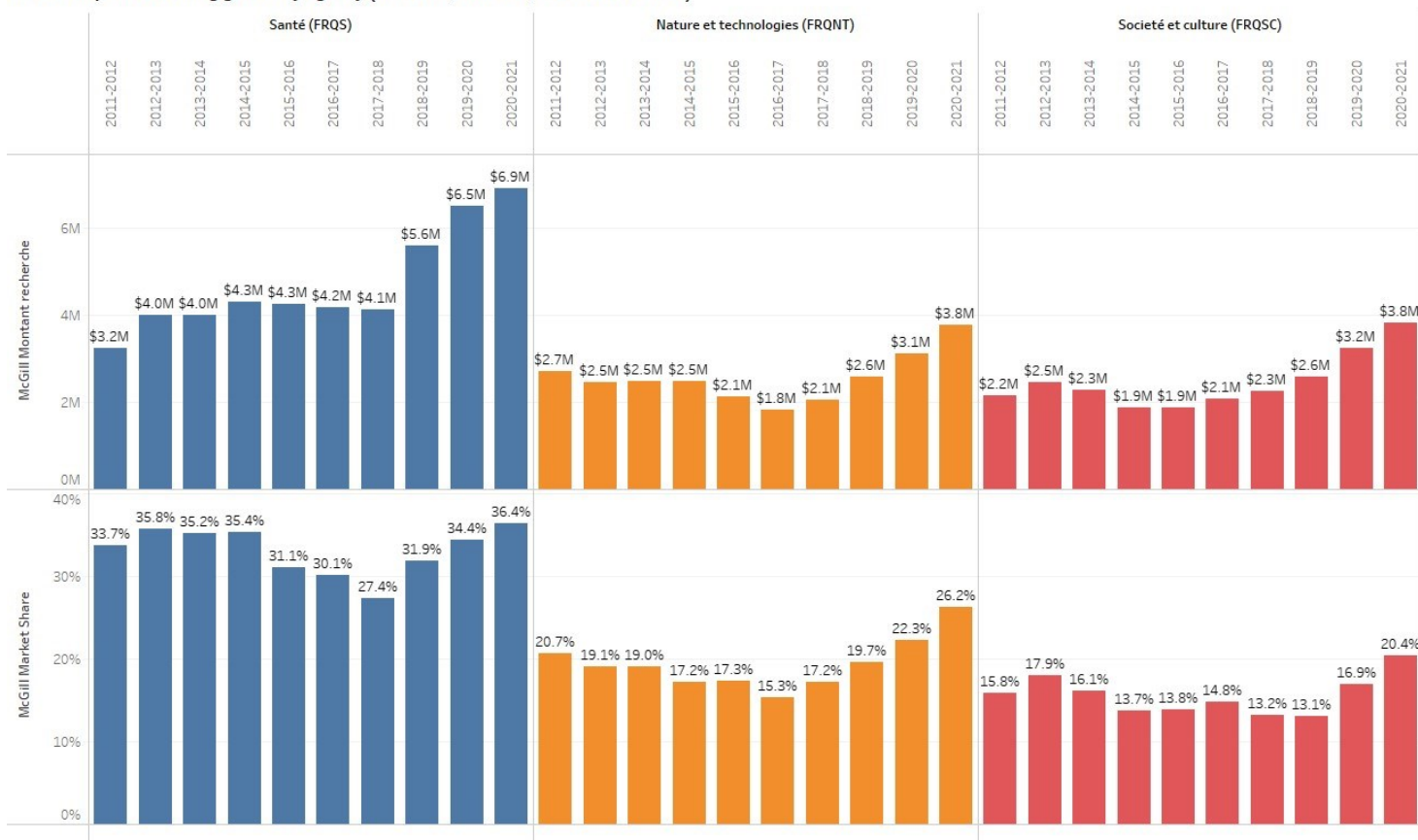


The proportion of FRQ awards won by McGill students has fluctuated but increased overall during the past five years, particularly since 2018-2019 (Figure 13). It is expected that the increase will continue as international students are now eligible for FRQ funding.

FIG 13: Amount and percentage of all FRQS, FRQNT and FRQSC awards received by McGill students (2011-2021)

Fonds de recherche du Québec (FRQ)

Scholarships and training grants by agency (amounts, % of all Quebec universities)



The success rates of international and domestic students are shown in Tables 3a-b-c. McGill success by agency is presented in Table 4.

TABLE 3a: Fall 2021 FRQ competition success rates — FRQNT

FRQNT	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	341	120	35%
Canadian	137	56	41%
International	204	64	31%
Masters	105	43	41%
Canadian	65	28	43%
International	39	15	38%
Unknown	1		
Total PhD & Masters	446	163	37%

TABLE 3b: Fall 2021 FRQ competition success rates — FRQSC

FRQSC	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	207	66	32%
Canadian	113	35	31%
International	94	31	33%
Masters	65	27	42%
Canadian	57	24	42%
International	7	3	43%
Unknown	1		
Total PhD & Masters	272	93	34%

TABLE 3c: Fall 2021 FRQ competition success rates — FRQS

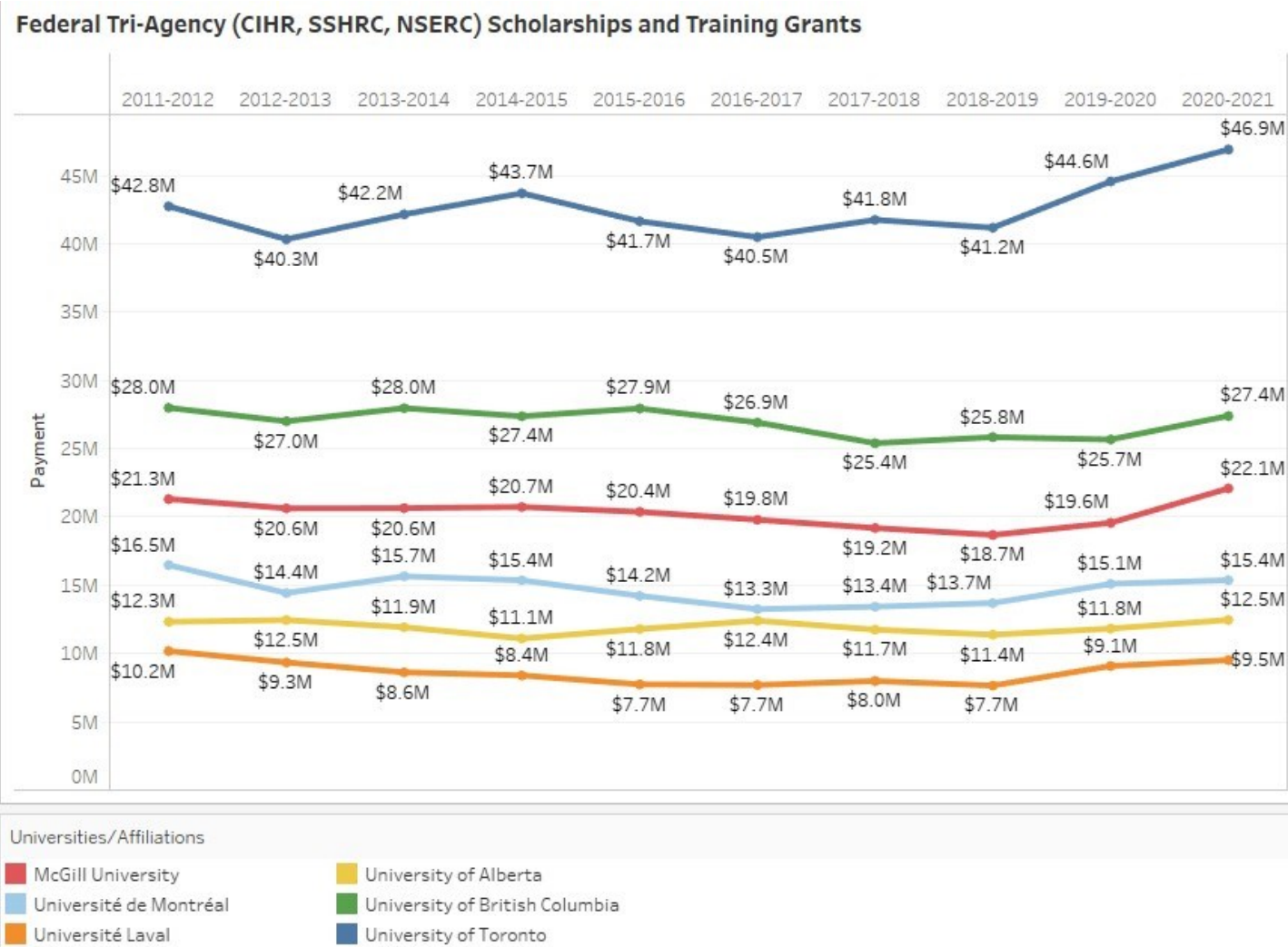
FRQS	McGill Applications	McGill Offers	McGill Success Rate
Doctoral	337	124	37%
Canadian	198	70	35%
International	139	54	39%
Masters	109	34	31%
Canadian	94	32	34%
International	15	2	13%
Total PhD & Masters	446	158	35%

TABLE 4: Fall 2021 FRQ competition (awards starting in 2022) — McGill success by agency

Agency	Total Offers (Quebec)	McGill Offers (% of total)
FRQNT—Doctoral	299	120 (40%)
FRQSC—Doctoral	356	66 (19%)
FRQS—Doctoral	253	124 (49%)

McGill graduate student performance at the federal level has remained relatively stable over the past ten years (Figure 14). These scholarships and training grants are based on institution-specific quotas which are dependent on the overall research performance of the institution.

FIG 14: Amount of federal tri-agency scholarships and training grants awarded to top research-intensive universities, 2012-2021



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 5).

TABLE 5: Vanier Canada Graduate Scholarships

Year	McGill awards	McGill success rate (awards/quota)	University of Toronto awards	UBC awards
2021-2022	22	42%	26	15
2020-2021	26	49%	29	20
2019-2020	19	36%	27	21
2018-2019	16	30%	37	23
2017-2018	13	25%	35	21

Note: Awards as of the date of the initial announcement of results.

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 6).

TABLE 6: Banting Postdoctoral Fellows Made by McGill (2017-2021)

Year	Name	Institution of Tenure	McGill Degree Level	Department
2021-22	Germann, Jurgen	University Health Network (Toronto)	PhD	Psychology
2021-22	Lariviere, Sara	The Brigham and Women's Hospital	MSc, PhD	Neuroscience
2021-22	Vincent, Kathleen F	Massachusetts General Hospital	PhD	Psychology
2021-22	Aubry-Wake, Caroline	Universiteit Utrecht	UG, MSc	Earth and Planetary Sciences
2021-22	Dang, Kha Han Lisa	University of Montreal	UG, PhD	Physics
2021-22	Pereira, Effie	University of Waterloo	PhD	Psychology
2021-22	Royer, Justin	University of Montreal	PhD	Linguistics

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-Durufilé, 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

TABLE 6 (continued): Banting Postdoctoral Fellows Made by McGill (2016-2020)

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

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. These external fellowships currently total close to \$3M per year of funding.

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

CSC Fellowship	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards
Total new awards	5	\$101,475	7.5	\$204,147	17	\$468,537	19	\$523,659	17	\$468,537
Total ongoing awards	30	\$613,555	32.5	\$666,372	31	\$640,469	31	\$848,410	22	\$603,781

TABLE 8: CONACyT Graduate Fellowship Program

CONACyT Fellowship	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	#	Awards	#	Awards	#	Awards	#	Awards	#	Awards
Total new awards	28	\$660,180	25	\$481,862	20	\$328,389	23	\$640,956	9	\$163,164
Total ongoing awards	43	\$1,104,606	56	\$1,285,682	58	\$1,306,564	69	\$1,088,279	62	\$1,303,793

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.

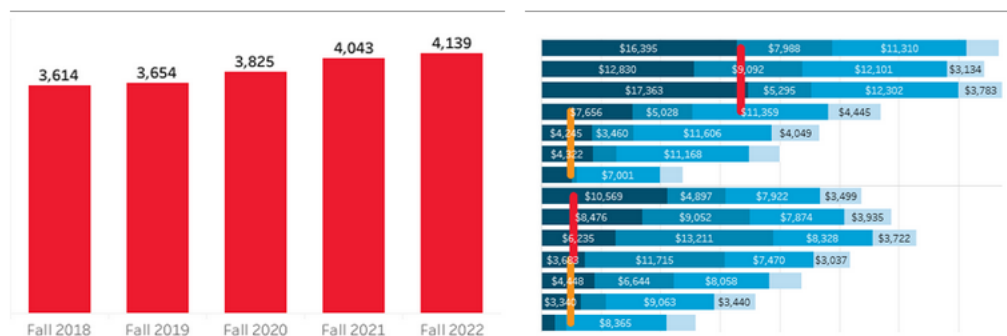
Analysis, Planning and Budget (APB) provides interactive dashboards that can be viewed on the [GPS website](#), a useful tool for departments and Faculties in their efforts to innovate and improve their programming to meet students' needs (Figure 15).

FIG 15: 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

PhD Financial Support

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

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

Conclusion

Graduate trainees are the talent that powers research-intensive universities; strong graduate programs drive strong research programs. GPS promotes academic excellence in all facets of graduate education.

Quality supervisory relationships and appropriate funding are essential to a rewarding McGill experience for the top quality students McGill attracts. GPS plays a central role in promoting best supervisory practices and in advocating for best practices in the development of graduate funding packages.

Going forward, GPS will continue to use a student-centered approach in launching new graduate initiatives. As well, GPS will continue promoting student engagement opportunities to ensure a meaningful McGill experience for all graduate students.