



Graduate Education Council

Tuesday, October 20, 2020
3:00 – 4:30 p.m. via Microsoft Teams

Voting Member Regrets: Markus Dubber and Carol Schuurmans

AGENDA

1. Approval of the Agenda of Graduate Education Meeting of October 20, 2020
2. Minutes of the Graduate Education Council Meeting of April 28, 2020*
3. Business Arising from the Minutes
4. Dean's Remarks Joshua Barker
5. SGS Updates Gretchen Kerr
 - i. Vice-Dean, Programs and Innovation Gretchen Kerr
 - a. Dissertation Working Group and Draft Guidelines*
 - ii. Vice-Dean, Students Charmaine Williams
 - a. SGS Mental Health Working Group Report & Recommendations
 - iii. Graduate Centre for Academic Communications Jane Freeman
 - iv. Student Academic Services Josie Lalonde
 - v. Graduate Awards and Financial Aid Laura Stathopoulos
6. SGS Constitution and By-Laws Review Update* Gretchen Kerr
7. Motions Gretchen Kerr
 - i. Graduate Academic Appeals Board (GAAB) Appointments Approval*
 - ii. Admissions & Programs Committee Appointments Approval*
8. Other Business
9. Closing Remarks
10. Reports for Distribution Gretchen Kerr
 - i. Graduate Education Council Membership: 2020-21
 - ii. Code of Behaviour on Academic Matters - Annual Report 2019-20
 - iii. Graduate Academic Appeals Board - Annual Report 2019-20
 - iv. Graduate Center for Academic Communications Annual Report 2019-20

DRAFT Meeting Notes
Graduate Education Council
Tuesday, April 28, 2020

The Dean called the meeting to order at 3:00 p.m. and welcomed members and visitors.

The Dean began the meeting by acknowledging the land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. Today, this meeting place is still home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and study on this land.

1) Approval of the Agenda of the Graduate Education (GEC) Meeting of April 28, 2020.

MOTION (*duly moved by Professor Charmaine Williams and seconded by Professor Gretchen Kerr*)
THAT the agenda of the Graduate Education Council meeting of April 28, 2020 as circulated with the agenda, be approved.

The motion is **CARRIED, unanimous.**

2) Approval of the Minutes of the Graduate Education Council Meeting of February 18, 2020.

The Dean noted that the minutes of the February 18, 2020 meeting were distributed with the agenda.

MOTION (*duly moved by Professor Charmaine Williams and seconded by Professor Gretchen Kerr*)
THAT the minutes of the Graduate Education Council meeting of February 18, 2020, be approved.

The motion is **CARRIED, unanimous.**

3) Business Arising from the Minutes

There was no business arising from the minutes.

4) Dean's Remarks

a) COVID-19: SGS Response

- i) **SGS Website** – A COVID-specific webpage was created for new and current graduate students, staff and graduate faculty, which contains information and updates as well as a FAQ and Dean's messages to the community.
- ii) **Meetings** - SGS retained existing structures with frequent meetings of the SGS Council of Graduate Deans, the UTGSU Executive, and the Graduate Student Advisory Committee, which is advisory to the SGS Dean. Vice-Presidents Goel and Regehr are leading institutional working groups, with several sub-working groups ensuring a clear and consistent University response.
- iii) **Supporting Students** – SGS operations quickly and effectively moved online, including front-facing Student Services, and Final Oral Examinations. A sub-group under the Vice-Provost Academic Programs, the Academic Continuity Group, helped units navigate completion of the Winter term, and is now addressing issues for the Summer and Falls terms. A group within SGS is looking at research continuity issues at the graduate level, particularly in the research stream Masters and PhD programs
- iv) **Mentorship/Supervision from a Distance** –The Vice-Dean Students created resources to remind faculty and students of the importance of communication in this new environment. The online version of the annual mentoring form, Progress Tracker.

- v) **Funding and Finances** - The Financial Aid office has been working with students requiring financial advising. Emergency bursaries and loans have been seen a dramatic increase in terms of need. UofT Financial Services has taken the step to waive service charges for amounts owing on student accounts.
 - vi) **Academic Continuity** - The focus at this time is getting students finished up for the term and planning for the summer term. When looking at courses, an issue that emerged was the ability to offer a credit/no credit option, which was impossible for SGS to offer without governance approval. On the research side, a group of Graduate Dean's and representatives from across the university, is looking at the question of how to handle the fact that a lot of graduate research was impeded due to laboratory closures, travel restrictions for those whose research included international travel, and the impact of physical distancing on domestic fieldwork. In the professional programs there is a challenge where a large component of experiential learning, such as placements or internships, and how to adapt to the new situation.
 - vii) **SGS Response/Plans Going Forward** - The University is now pivoting to consider and plan for the restart and recovery. The Graduate Research Continuity Committee will be thinking about both the longer-term impacts of this pause in research, but also the staged return and recovery. The first phase will start with opening activated deemed essential, possibly small retail, construction sites, manufacturing, some parks reopening. In a second phase, there will be an expanded list of essential services, some government and retail reopening, and likely it will be in that phase where the University begins a staged reopening on campus. In the third phase, most businesses will reopen, and there is likely to be constraints in terms of physical distancing measures. Travel restrictions are likely to remain in place for some time because the epidemic is unfolding in different countries very differently, with different responses. SGS continues to monitor the situation and develop responsive solutions.
- b) **Working Group on Graduate Student Research Opportunities in Industry** - This working group was chaired jointly by SGS and the Office of the Vice-President Research and Innovation. Membership included Graduate Chairs, Graduate Dean's, and Graduate students. The key aims were: i) to ensure that student participation in such research opportunities is consistent with the University's mission, its policies, and with the highest standards of academic integrity. The main areas of focus that the working group felt needed attention was to ensure that all opportunities are consistent with the University policies on academic freedom and integrity. This relates particularly to policies around the free exchange of ideas, and the timely dissemination of research results through publication. The integrity of the educational process should not be compromised by the goals of the private-sector entity. ii) the need to ensure that student academic progression is a priority in decision making as projects and partnerships unfold; and iii) the need for greater transparency for students about these opportunities, the funding structure, and changes to the project focus.
 - c) **SGS Data Dashboards** - The SGS [data website](#) will soon include information on admissions, student retention, and completion within doctoral programs. This work is aligned with a consortium of universities who are committed to making data public with a shared methodology, [Next Generation Life Sciences Consortium](#).
 - d) **The Essential Guide for Graduate Students** will move to an online format in order to improve accessibility.
 - e) **Healthy Labs Initiative** - Professor Reinhart Reithmeier, Special Advisor to the Dean, has been working on this initiative focused on creating a healthy labs approach at this university. This work involved conducting consultations with focus groups of stakeholders that included graduate students, postdocs, lab technicians, lab managers, supervisors, graduate chairs, and various support offices. Professor Reithmeier will draft a report with recommendations toward growing a healthy lab culture here at U of T. One of the recommendations will be to aligning what we are doing at U of T with the broader [Dimensions](#) initiative. SGS will develop a Healthy Lab Charter based on equity, diversity, inclusion and wellness principles that are also part of Dimensions, will identify gaps in the resources and policy that present barriers to healthy labs at the University, and will identify global best practices and training for lab management, conflict resolution, and mentoring. Work is nearly complete in terms of the report and recommendations. There will be a response from the Dean and we will move to the implementation stage.
 - f) **Final Oral Examinations** – Starting March 18, 147 doctoral final oral examinations have taken place remotely or been postponed.

5) SGS Updates

a) Vice-Dean Students

- i) **Mental Health Working Group** - This committee is comprised of graduate students, graduate administrators graduate chairs, and Student Life staff who work with graduate students. Despite impacts experienced due to COVID-19, the group remains committed to delivering recommendations in June 2020. COVID-19 has not diminished concerns about student mental health; rather it has increased stress, and revealed some areas in which the University needs to strengthen responses to stressors faced by graduate students.
- ii) Mentioned previously at GEC, the **Centre for Graduate Mentorship and Supervision (CGMS)** is expected to launch in Fall 2020, with input from the graduate community about what they would like to see in CGMS. The Centre will create resources for students, supervisors and faculty members; develop new content based on input from the University of Toronto Community; and plan online workshops, seminars, and Lunch and Learn events.

b) Vice-Dean Programs

- i) **Dissertation Working Group** - An environmental scan to learn what UofT divisions are doing, as well as other universities in Canada and internationally, was very informative. Common dissertation outcomes, and common denominators in terms of outcome expectations regardless of discipline or dissertation format, are being discussed. Given that some students may have their dissertation work interrupted, the question of whether sufficient work has been done, and whether the outcomes have been sufficiently met, will become more important than ever. The Working Group is looking to provide better descriptions, for students and supervisors, regarding the expectations around different formats and structures for the dissertation. Linked to the expectations, SGS is developing guidelines for examiners, for each of the different formats of dissertation. The Working Group will also consider how to respond to TRC with respect to the dissertation.
- ii) **GCAC and GPS Programming Transitioned Online** – Last year SGS did an external review of the Graduate Center for Academic Communications, GCAC, and the Graduate Professional Skills programs. Recommendations from those reviews included moving programming online, for the purposes of increasing equitable access across different student populations. COVID-19 capitulated this work, and we have seen tremendous increases in student demand in both areas. Summer offerings in both areas will also be increased.
- iii) **Constitution and By-Laws Review Working Group** – Review of these documents is taking place, and motions to revise these documents will come forward next term.
- iv) **Three-Minute Thesis** - SGS held a very successful Three-Minute Thesis on April 2, 2020, with over 400 viewers via Zoom and Facebook. Two journalists from CBC Radio who produce Ideas, a show that takes dissertation ideas and makes them into broader shows on CBC Radio, participated as judges.

6) Motions

a) New Calendar Regulations - 6.2.10 Credit/No Credit (CR/NCR)

The Dean called on Professor Charmaine Williams to present the first motion

MOTION #1

THAT subject to the approval of the proposed amendments to the *University Assessment and Grading Practices Policy* by the Academic Board,

THAT the Proposal to Create a Credit/No Credit Graduate Regulation, as outlined in the memorandum from the School of Graduate Studies, dated April 27, 2020, be approved, effective January 1, 2020.

The motion text was distributed with the agenda package. A member asked how this differs from CR/NCR in undergraduate courses and who makes the determination to offer CR/NCR. Graduate Units will determine which courses in which to offer the CR/NCR. This is important because of considerations, i.e., professional accreditation,

where grades may be needed in courses and the CR/NCR would negate accreditation. The Graduate emphasis on research is also more difficult and complicated to grade, as a CR/NCR. Some Graduate Units saw this option as negatively impacting students, while others feel there was no disadvantage. To account for the diversity, and the potential outcomes for students, the initial decision will be made at the Graduate Unit level. An appeals process is not envisioned, other than the usual petition processes that Units have, under individual circumstances. SGS is working with the Transcript Office to identify a deadline by which students can select CR/NCR for their winter courses.

MOTION *(duly moved and seconded by Professor Gretchen Kerr)*

The motion was **CARRIED, unanimous**.

b) **SGS Calendar Updates:**

The SGS Calendar outlines the policies and regulations for graduate students entering a program. The wording of this 'contract' is significant as it governs their program and is the point of reference during the academic appeals process. As a matter of practice, content is reviewed to ensure clarity. The Ontario Institute for Studies in Education has identified a regulation that required further clarification. Circulated with the agenda was a summary of these proposed changes.

The Dean called on Professor Charmaine Williams to present the second motion

MOTION #2

THAT Graduate Education Council approve the proposal to revise entries in the 2020-2021 SGS Calendar.

THAT Graduate Education Council approve the changes to:

- Section 2.3 (Visiting Students Section);
- Section 4.3 (English-Language Proficiency); and
- Section 8.4 (Submissions of Theses)

MOTION *(duly moved and seconded by Professor Gretchen Kerr)*

Seeing no discussion, the Dean called the vote.

The motion was **CARRIED, unanimous**.

c) **Graduate Academic Appeals Board (GAAB) Membership**

The Dean advised that the Graduate Academic Appeals Board (GAAB) is a standing committee of the Graduate Education Council. The motion documentation distributed with the agenda provides details regarding the new faculty members to serve on GAAB for the 2020-2021 academic year. GEC is the final approval level for these Committee appointments.

The Dean called on Professor Charmaine Williams to present the third motion

MOTION #3

THAT Graduate Education Council approve the appointment of six faculty members to serve on the Graduate Academic Appeals Board for the 2020-2021 academic year.

Graduate Faculty Members (Division 1)

- Greig Henderson, English (July 1, 2020 to June 30, 2023)
- Paul Thompson, History and Philosophy of Science & Technology (July 1, 2020 to June 30, 2023)
- Keren Rice, Linguistics (July 1, 2020 to June 30, 2023)

Graduate Faculty Members (Division 2)

- Lynne Howarth, Information (July 1, 2020 to June 30, 2023)

Graduate Faculty Members (Division 3)

- Chris Damaren, Aerospace Studies (July 1, 2020 to June 30, 2023)
- Willy Wong, Electrical and Computer Engineering (July 1, 2020 to June 30, 2021)

MOTION (*duly moved and seconded by Professor Gretchen Kerr*)

There being no discussion, the Dean called the vote.

The motion was **CARRIED, unanimous**.

d) **Temporary exemption for the Faculty of Law to grant a second deferral**

The Dean called on Professor Charmaine Williams to present the fourth motion

MOTION #4

THAT the Graduate Education Council of the School of Graduate Studies approve granting the Faculty of Law a temporary exemption from the existing SGS regulation on deferrals ([regulation 3.3](#)) to allow approval of deferral of admission for up to 24 months from the original commencement date, for the 2020-2021 and 2021-2022 admission cycles.

MOTION (*duly moved and seconded by Professor Gretchen Kerr*)

There being no discussion, the Dean called the vote.

The motion was **CARRIED, unanimous**.

7) COVID-19 Listening & Discussion Session

The Dean invited members to share issues arising in their Units relating to the current COVID-19 climate. While the Dean meets regularly with Graduate Chairs and student groups it is helpful for SGS to be aware of challenges amongst the various cohorts and programs. Feedback ensures the development of a coordinated University response to allow faculties and departments to address specific needs in their own areas. The University needs to consider long-term resources implications going forward and ensure structures are in place so students have pathways to be heard and to shape decisions being made.

8) Other Business

A member shared that allegations relating to union practices during the 2019-2020 UTGSU elections will be discussed at a meeting this evening.

There was no other business.

9) Reports for Distribution

Full reports were distributed with the agenda for information. Feedback is welcome to sgs.dean@utoronto.ca.

- a. Report on Postdoctoral Fellows 2018-19
- b. Report on Graduate Admissions, Registration and Graduation Trends 2019-20
- c. 2018-19 SGS Admissions & Programs Committee: Executive Summary and Report
- d. Graduate Award Report on New Internal Awards 2019
- e. Graduate Award Report on Federal and Provincial Awards 2019-20

10) Closing Remarks

There being no further discussion or questions, the Dean thanked Council members for their participation and adjourned the meeting.



Appendix to the Minutes
UNIVERSITY OF TORONTO - GRADUATE EDUCATION COUNCIL
Record of Attendance – April 28, 2020

Present

(Voting & Non-Voting Members)

Alford, Larry (*ex-officio*)
Audet, Julie
Barker, Joshua (Chair)
Benjamin, Dwayne
Bertrand, Jacques
Brummell, Alice
Buck, Leslie
Burnes, David
Cadarettee, Suzanne
Chang, Samantha Chiu-Yang
Domloge, Hanan
Dubber, Markus
Evjen, John
Gesink, Dionne
Gu, Yi (Evie)
Harrison, Timothy
Hu, Jim
Jenne, Amy
Kamaleddin, Amin
Kaplan, Allan
Katz, Chaim
Kerr, Gretchen (*ex-officio*)
Labrie, Normand
Lam, Ernie
Levit, Robert
Lyons, Kelly
Mandhan, Sneha
Milkie, Melissa
Mou, Leping
Murphy, Jennifer
Packer, Jeremy
Packman, Jeff
Piquette-Miller, Micheline
Pirvulescu, Mihela
Ratto, Matt
Rossini, Adriana
Schmitt, Cannon

Sebastian, Agnes
Sepielli, Andrew
Shantz, Coleen (*ex-officio*)
Silcox, Mary
Simpson, Andre
Stevenson, Siobhan
Stirling, Ashley
Thorburn, Malcolm
Tourangeau, Ann
Van Lieshout, Pascal
Von Schütz, Konstanze
Williams, Charmaine (*ex-officio*)

Guests and SGS Staff

Desrosiers-Tam, Brian
Freeman, Jane
Haley, Lisa
Heximer, Dianne (*Secretary to Council*)
Hurlihey, Victoria
Lalonde, Josie
Phillips, Jules
Plata, Angelique
Reichold, Kristen
Sargsyan, Hasmik
Stathopoulos, Laura
Wagschal, David

Absent

Ball, Christopher (*ex-officio*)
Boon, Heather
Cote, Stephane
Ken Corts
Desrosiers, Nathalie
Gertler, Meric (*ex-officio*)
Goel, Vivek
Lee, Chi-Guhn
Mabury, Scott
McCahan, Susan
MacGregor, Robert
Qiu, Lingling
Quinonez, Carlos
Steeves, Craig
Regehr, Cheryl

Working Group on *The Dissertation* FINAL REPORT

Background and Rationale

The landscape of graduate education is changing in response to wider changes in universities and their relationships with societies, which in turn influence the nature of the dissertation. Among these changes are the deepened relationships between universities and communities, the expansion of research, scholarship and innovations using more diverse methodologies, more emphasis on experiential learning to bridge theory and real-life applications, and students' interests in non-academic career trajectories.

Taken together, these changes stimulate consideration of new ways to enhance the relevance of doctoral learning, including re-thinking the content and form of the dissertation. The traditional monograph style of dissertation, which typically focuses on a single approach and methodology, and is the norm in some disciplines, is being challenged in other disciplines. In fact, several disciplines have moved away from this traditional model and now use the manuscript form dissertation as the norm. Others are moving towards the inclusion of knowledge mobilization chapters, digital content, and scholarly expression through creative products, as ways of enhancing the relevance of the dissertation.

Clearly, changes to the dissertation have already emerged organically in many disciplines, however, benefits may be gleaned from thinking about ways to broaden the content and form of the dissertation in purposeful and deliberate ways. Clarification and communication of acceptable structures and formats of the dissertation will be helpful to students and supervisors.

In response, SGS established a *Working Group on the Dissertation*.

Purpose and Goals

The purpose of the Working Group was to develop clear guidelines for students and supervisors regarding acceptable structures and formats of the dissertation while ensuring scholarly quality and rigour.

While continuing to value the traditional, disciplinary-based scholarship and form of communication in the traditional dissertation, the goals for the *Working Group* included:

- Confirming learning outcomes for the dissertation
- Providing clarity around acceptable structures and formats of the dissertation

- Providing clarity regarding expectations for various structures and formats of the dissertation
- Providing a report of recommended guidelines for the dissertation to Vice-Provost, Graduate Research and Education, and Dean of SGS.

Membership

The following individuals served as members for the Working Group on the Dissertation:

- Jacques Bertrand, Director, Collaborative Master's Specialization in Contemporary East and Southeast Asian Studies, Professor of Political Science
- Rachael Cayley, Associate Professor (teaching stream) in the Graduate Centre for Academic Communication
- Allan Kaplan, Vice-Dean, Medical and Life Sciences Education, Faculty of Medicine
- Lisa Haley, Senior Advisor & Manager, Program Completion and Postdoctoral Services, School of Graduate Studies
- Eva-Lynn Jagoe, Professor of Comparative Literature and Spanish and Portuguese
- Jeff Packman, Associate Dean, Graduate Education, Faculty of Music
- Tamara Trojanowska, Director, Centre for Drama, Theatre and Performance Studies
- Gretchen Kerr, Vice-Dean, Programs and Innovation, School of Graduate Studies

Process

Initial work began with consultations with various stakeholders, a review of related literature on the dissertation, an environmental scan of peer institution websites, and discussions with representatives from other Canadian universities who have been exploring flexibility with respect to the dissertation. The summary of the literature review and consultations provided context on the discussions regarding the state of the dissertation within the current landscape of graduate education. The environmental scan identified noteworthy examples of how some peer institutions are incorporating flexibility in the structure of the dissertation and how they are communicating expectations for students and supervisors.

Members of the Working Group met four times in the Spring 2020 to discuss the information gathered through a review of literature and environmental scan, contribute discipline-specific considerations, and develop guidelines for doctoral theses.

Findings and Recommendations

The Working Group recommends that students and supervisors would benefit from:

- Clear identification and communication of the required academic criteria for a doctoral thesis
- Clear identification and communication of acceptable thesis formats and structures
- Guidance with respect to decision-making regarding the thesis format and structure

Based on the findings, and as a way of framing the recommendations, the Working Group created 'Guidelines for the Doctoral Thesis' (a student-facing and a faculty-facing document).

The 'Guidelines' are grounded in the Statement of Principles below and are written to be applicable for all doctoral students. While Faculties and Departments can – and should – have more refined, discipline specific requirements, the 'Guidelines' have been designed to help students and supervisory committees identify the required academic criteria of the doctoral thesis by describing the various formats and structures. The description of multiple formats is intended to give validity to different formats and the potential inclusion of other components such as creative elements.

Statement of Principles

- The dissertation continues to represent the culmination of doctoral education;
- The core criteria of the dissertation continue to be the communication of an original and significant contribution to new knowledge;
- Scholarly rigour must be a hallmark of all dissertations;
- Traditional, disciplinary-based scholarship will continue to be valued;
- The traditional single monograph dissertation will continue to be valued.

Next Steps

Once the Guidelines for the Doctoral Thesis (student facing and faculty facing versions) have been reviewed and approved by SGS leadership, the documents will be shared with the Council of Graduate Deans and the Graduate Education Council in the Fall. The final documents will live on the SGS website for both students and supervisors to easily access and review. The Guidelines for the Doctoral Thesis will be publicly announced to Graduate Deans, faculty, and staff through a Decanal memo and to students through the website and Grad e-news.

Guidelines for the Doctoral Thesis

(Faculty-facing messaging)

Doctoral Thesis

The doctoral thesis is the culmination of advanced studies and rigorous research in a field of study. It is the pinnacle of the student's doctoral program. Although the thesis is indisputably significant, it is also important to remember that the doctoral thesis is just one of many steps along the student's career path and should therefore be well-defined and manageable.

At the University of Toronto, the term 'thesis' is generally used to refer to the culminating project for either a Master's or a doctoral degree. At other institutions and in other countries, the term 'dissertation' is more commonly used at the doctoral level. This document uses the term 'thesis' to refer to a doctoral thesis, but supervisors or departments may prefer the term 'dissertation'.

Doctoral thesis writers have often written a Master's thesis (or a Major Research Paper) earlier in their careers. A doctoral thesis will have elements in common with those projects while also needing to offer a higher degree of originality and a broader scope.

The doctoral thesis has been historically written as a unified work, similar in form to a scholarly monograph; this traditional format remains the norm in some disciplines. In other disciplines, the traditional thesis has been replaced by a publication-based thesis in which a series of scholarly publications on the same research problem are combined into a coherent whole. Today, there is a growing acceptance of more flexible formats and structures that aim to enhance professional practice or that include creative scholarly artefacts such as film, audio, visual, and graphic representations. There is also growing recognition of the need to welcome Indigenous forms of knowledge building and dissemination. Regardless of format or structure, all doctoral theses must meet the fundamental requirements of demonstrating academic rigour and making a distinct contribution to the knowledge in the field.

The decision about the structure and format of the student's doctoral thesis should be made by the supervisor and the supervisory committee members and be informed by the practices in the specific discipline and the student's academic and professional goals. In some fields, the decision about structure and format is relatively easy to make while in others the decision requires careful consideration from all involved parties.

The following guidelines have been designed to help students, supervisors, and supervisory committee members by identifying the required academic criteria of the doctoral thesis and by describing the various available formats and structures. Supervising faculty members are encouraged to clearly communicate the required academic criteria and expected format of the doctoral thesis early in the student's doctoral program to facilitate the student's writing process.

Key Criteria of the Doctoral Thesis

Regardless of the format of the doctoral thesis, certain criteria must be met. For the thesis to be acceptable, the student must do the following:

- Demonstrate how the research makes an original contribution by advancing knowledge in the field
- Show a thorough familiarity with the field and an ability to critically analyze the relevant literature
- Display a mastery of research methods and their application
- Offer a complete and systematic account of their scholarly work
- Present the results and analysis of their original research
- Document sources and support claims
- Locate their work within the broader field or discipline
- Write in a style that respects the norms of academic and scholarly communication

Most doctoral writers understand that their thesis will need to meet these criteria without necessarily understanding *how* they will do so. A central element of writing a thesis is coming to understand how to write an extended text that meets these criteria. With guidance—from the supervisor, the supervisory committee, from peers, and from institutional writing support—these criteria will ultimately help the student to understand when they have met their thesis writing goals.

Formats of the Doctoral Thesis

Traditional Thesis

The traditional, or monograph-style, thesis format reflects the original conception of a thesis as a "book" presenting the candidate's research project. The traditional format is organized as a single narrative describing the research problem, the context of the research, the methods used, the findings, and the conclusions. The organization of a traditional thesis is generally organic. If the thesis deals with experimental research, it may be structured with an introductory chapter, a literature review chapter, a method chapter, some number of findings chapters, and a discussion/ concluding chapter. If the thesis is based on non-experimental research, the form is likely to be determined by the exigencies of the particular topic. After doctoral studies are complete, a traditional thesis will often be revised into a scholarly monograph or a number of research articles, but the form in which it is presented for the final oral exam is not itself intended for publication. This style of thesis remains the norm in the Humanities and in many Social Science disciplines.

Publication-Based Thesis

The publication-based thesis (PBT), also referred to as the manuscript or article-based thesis, is a coherent work consisting of a number of scholarly publications focusing on the same research problem. The PBT, which takes many forms, generally includes an introductory section, the publishable manuscripts, and a cumulative discussion or conclusion chapter. To promote coherence, the introduction and cumulative concluding chapters clearly explain how these separate manuscripts fit together into a unified body of research. The opening and closing chapters—which act as bookends to

the publishable articles—are integral to the purpose of these theses. In these sections, the writer will set out the broad contours of the problem and its significance, review the relevant literature and contextualizing material, and draw the ultimate conclusions about the implications of the whole research project. As the PBT is a relatively new type of thesis structure designed to meet different professional demands, its form is necessarily different in different contexts. For instance, in some fields, the articles may appear in the thesis in their precise published form; in others, the articles may need to be adapted to better serve the needs of the full thesis. The student and supervisor/supervisory committee will need to establish a clear understanding from the outset about the internal structuring of the PBT.

Although departmental requirements and norms may vary, below are some general guidelines that may be helpful for those writing PBT.

- The number of articles required for inclusion is usually three, although the number depends on the articles' scope, scientific quality and significance, and publishing forum, as well as the author's independent contribution to any co-authored articles included in the thesis.
- Publication of manuscripts, or acceptance for publication by a peer-reviewed journal, does not guarantee that the thesis will be found acceptable for the degree sought.
- Published-based theses may include published, in press or in review manuscripts or articles that have not yet been submitted for publication. Normally, the thesis and examination committees must deem the articles as publishable if the articles are not published at the time of defence.
- In some departments, the publication-based thesis includes each individual manuscript in a form that is identical to the published/submitted version, including the reference list. In other departments, students are permitted or required to adapt the articles into a form more suitable for inclusion in the thesis.
- Publication-based theses can include co-authored publications and, in such cases, the student's contribution to each article must be clearly articulated. Students are strongly recommended (and, in some units, required) to have their contributions approved by the other authors of the articles in question. In the case of multiple-authored articles, the student must be the first author or first co-author. Multiple-authored articles cannot be used in more than one thesis. In the case of co-first authored articles by two students, only one student can use the article in a publication-based thesis.

Multimodal Thesis

All doctoral theses must contain a written component; however, other elements may be included in addition to the written text. Some examples of other elements that may be included with the written text are films or videos, electronically interactive word/image-based texts, poems, novels or sections of a novel, play scripts, short stories, documentation of performances, or pieces of art. In multimodal theses, the creative element should be integrated into the theoretical context in order to show explicitly how the thesis, as a whole, leads to new insights and contributions. In all other respects, the thesis must conform to the same standards required for all doctoral theses. It should make an original contribution

to knowledge, demonstrate appropriate research methods and training, and be worthy of publication in whole or in part.

Portfolio Thesis

The portfolio thesis is a form of thesis in which a certain amount of publishing will “equal” a thesis, without requiring a separate text to be written. This type of thesis is also known as a stapler thesis or a Ph.D. by publication, a name that highlights the absence of an actual thesis. This form of thesis is currently rare at the University of Toronto.

Professional Doctoral Thesis in Practice

At the University of Toronto, the professional doctoral thesis in practice includes the identification and investigation of a problem in practice, the application of theory, research and policy analysis to the problem of practice, translating research into practice, and a proposed plan for action to address the problem of practice. The professional doctoral thesis in practice is expected to have meaningful generative impact on practice and policy.

Guidelines for the Doctoral Thesis

(student-facing messaging)

Doctoral Thesis

Your doctoral thesis is the culmination of your investment in advanced studies and rigorous research in your field of study. It is the pinnacle of your doctoral program, and the most far-reaching undertaking in your studies. Although the thesis is indisputably significant, it is also important to remember that the doctoral thesis is just one of many steps along your career path and should therefore be well-defined and manageable.

At the University of Toronto, the term ‘thesis’ is generally used to refer to the culminating project for either a Master’s or a doctoral degree. At other institutions and in other countries, the term ‘dissertation’ is more commonly used at the doctoral level. This document uses the term ‘thesis’ to refer to a doctoral thesis, but your supervisor or department may prefer the term ‘dissertation’.

Doctoral thesis writers have often written a Master’s thesis (or a Major Research Paper) earlier in their careers. A doctoral thesis will have elements in common with those projects while also needing to offer a higher degree of originality and a broader scope.

The doctoral thesis has been historically written as a unified work, similar in form to a scholarly monograph; this traditional format remains the norm in some disciplines. In other disciplines, the traditional thesis has been replaced by a publication-based thesis in which a series of scholarly publications on the same research problem are combined into a coherent whole. Today, there is a growing acceptance of more flexible formats and structures that aim to enhance professional practice or that include creative scholarly artefacts such as film, audio, visual, and graphic representations. There is also growing recognition of the need to welcome Indigenous forms of knowledge building and dissemination. Regardless of format or structure, all doctoral theses must meet the fundamental requirements of demonstrating academic rigour and making a distinct contribution to the knowledge in your field.

The decision about the structure and format of the student’s doctoral thesis should be made by the supervisor and the supervisory committee members and be informed by the practices in the specific discipline and the student’s academic and professional goals. In some fields, the decision about structure and format is relatively easy to make while in others the decision requires careful consideration from all involved parties.

The following guidelines have been designed to help you and your supervisory committee by identifying the required academic criteria of the doctoral thesis and by describing the various available formats and structures.

Key Criteria of the Doctoral Thesis

Regardless of the format of the doctoral thesis, certain criteria must be met. For your thesis to be acceptable, you must do the following:

- Demonstrate how your research makes an original contribution by advancing knowledge in your field
- Show a thorough familiarity with the field and an ability to critically analyze the relevant literature
- Display a mastery of research methods and their application
- Offer a complete and systematic account of your scholarly work
- Present the results and analysis of your original research
- Document your sources and support your claims
- Locate your work within the broader field or discipline
- Write in a style that respects the norms of academic and scholarly communication

Most doctoral writers understand that their thesis will need to meet these criteria without necessarily understanding *how* they will do so. A central element of writing a thesis is coming to understand how to write an extended text that meets these criteria. With guidance—from your committee, from your peers, from institutional writing support—and with your own growing expertise as a writer, these criteria will ultimately help you to understand when you have met your thesis writing goals.

Formats of the Doctoral Thesis

Traditional Thesis

The traditional, or monograph-style, thesis format reflects the original conception of a thesis as a "book" presenting the candidate's research project. The traditional format is organized as a single narrative describing the research problem, the context of the research, the methods used, the findings, and the conclusions. The organization of a traditional thesis is generally organic. If the thesis deals with experimental research, it may be structured with an introductory chapter, a literature review chapter, a method chapter, some number of findings chapters, and a discussion/concluding chapter. If the thesis is based on non-experimental research, the form is likely to be determined by the exigencies of the particular topic. After doctoral studies are complete, a traditional thesis will often be revised into a scholarly monograph or a number of research articles, but the form in which it is presented for the final oral exam is not itself intended for publication. This style of thesis remains the norm in the Humanities and in many Social Science disciplines.

Publication-Based Thesis

The publication-based thesis (PBT), also referred to as the manuscript or article-based thesis, is a coherent work consisting of a number of scholarly publications focusing on the same research problem. The PBT, which takes many forms, generally includes an introductory section, the publishable manuscripts, and a cumulative discussion or conclusion chapter. To promote coherence, the introduction and cumulative concluding chapters clearly explain how these separate manuscripts fit together into a unified body of research. The opening and closing chapters—which act as bookends to

the publishable articles—are integral to the purpose of these theses. In these sections, the writer will set out the broad contours of the problem and its significance, review the relevant literature and contextualizing material, and draw the ultimate conclusions about the implications of the whole research project. As the PBT is a relatively new type of thesis structure designed to meet different professional demands, its form is necessarily different in different contexts. For instance, in some fields, the articles may appear in the thesis in their precise published form; in others, the articles may need to be adapted to better serve the needs of the full thesis. You and your committee will need to establish a clear understanding from the outset about the internal structuring of the PBT.

Although departmental requirements and norms may vary, below are some general guidelines that may be helpful for those writing PBTs.

- The number of articles required for inclusion is usually three, although the number depends on the articles' scope, scientific quality and significance, and publishing forum, as well as the author's independent contribution to any co-authored articles included in the thesis.
- Publication of manuscripts, or acceptance for publication by a peer-reviewed journal, does not guarantee that the thesis will be found acceptable for the degree sought.
- Published-based theses may include published, in press or in review manuscripts or articles that have not yet been submitted for publication. Normally, the thesis and examination committees must deem the articles as publishable if the articles are not published at the time of defence.
- In some departments, the publication-based thesis includes each individual manuscript in a form that is identical to the published/submitted version, including the reference list. In other departments, students are permitted or required to adapt the articles into a form more suitable for inclusion in the thesis. Please check with your department about the expectations.
- Publication-based theses can include co-authored publications and, in such cases, you must articulate in writing your contribution to each article. You are strongly recommended (and, in some units, required) to have your contributions approved by the other authors of the articles in question. In the case of multiple-authored articles, the student must be the first author or first co-author. Multiple-authored articles cannot be used in more than one thesis. In the case of co-first authored articles by two students, only one student can use the article in a publication-based thesis.

Multimodal Thesis

All doctoral theses must contain a written component; however, other elements may be included in addition to the written text. Some examples of other elements that may be included with the written text are films or videos, electronically interactive word/image-based texts, poems, novels or sections of a novel, play scripts, short stories, documentation of performances, or pieces of art. In multimodal theses, the creative element should be integrated into the theoretical context in order to show explicitly how the thesis, as a whole, leads to new insights and contributions. In all other respects, the thesis must conform to the same standards required for all doctoral theses. It should make an original contribution to knowledge, demonstrate appropriate research methods and training, and be worthy of publication in whole or in part.

Portfolio Thesis

The portfolio thesis is a form of thesis in which a certain amount of publishing will “equal” a thesis, without requiring a separate text to be written. This type of thesis is also known as a stapler thesis or a Ph.D. by publication, a name that highlights the absence of an actual thesis. This form of thesis is currently rare at the University of Toronto.

Professional Doctoral Thesis in Practice

At the University of Toronto, the professional doctoral thesis in practice includes the identification and investigation of a problem in practice, the application of theory, research and policy analysis to the problem of practice, translating research into practice, and a proposed plan for action to address the problem of practice. The professional doctoral thesis in practice is expected to have meaningful generative impact on practice and policy.



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

CONSTITUTION OF THE SCHOOL OF GRADUATE STUDIES

1. The School of Graduate Studies and the Graduate Education Council exercise powers and duties, subject to the approval of Governing Council as required, under the provisions of the University of Toronto Act, 1971, as amended.
2. The School of Graduate Studies shall consist of a Dean, Vice-Dean/s, administrative officers and employees, a Graduate Education Council, four divisions, graduate units, graduate programs, and graduate students.

3. DEFINITIONS

In this Constitution and the accompanying by-laws:

1. "SGS" means the School of Graduate Studies;
2. "Council" means the Graduate Education Council, unless otherwise stated;
3. "Graduate Faculty membership" is defined in section 9.2.c. in this Constitution;
4. "administrative staff" means an appointed staff member of the School of Graduate Studies or an appointed staff member working in the administration of graduate studies in a graduate unit [or office](#);
5. "graduate students" means those students who are registered in the School of Graduate Studies;
6. "graduate unit" means a graduate department or academic unit with primary program enrolment responsibilities for graduate students;
7. "Chair" means chair or director of a graduate unit (see 3.6 above) who is appointed according to the Policy on Appointment of Academic Administrators;
8. "program director" means a program director appointed by the chair of a graduate unit to administer a graduate program in a graduate unit administering more than one graduate program, with duties as delegated by the chair under clause 9.2.k.;
9. "division" means one of the SGS divisions: Division I (Humanities); Division II (Social Sciences); Division III (Physical Sciences); and Division IV (Life Sciences);
10. "programs" means graduate degree programs and/or diploma programs and the curriculum of each including graduate courses and other academic assessments or activities approved at the appropriate level of governance;
11. "collaborative ~~programs~~specialization" means graduate collaborative ~~programs~~specialization in which students must be admitted to, and enrol in, one of the collaborating graduate ~~programs~~specialization in addition to the collaborative ~~programs~~specialization, approved at the appropriate level of governance;
12. "combined programs" means graduate combined programs that involve two existing degree programs in different disciplines comprising two graduate programs or a graduate and an undergraduate program, approved at the appropriate level of governance;
13. "courses" means graduate courses which have been approved according to SGS policy and procedures (see also 3.14 below);
14. "other academic assessments (or activities)" means graduate program requirements other than graduate courses which have been approved according to SGS policy and

Formatted: Line spacing: Multiple 1.08 li

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

procedures, such as graduate unit examinations, language examinations, field work placements, practica, or internships (see also 3.13 above);
 15. "Faculty" means a University division, e.g. Faculty of Arts and Science, etc.

4. THE GRADUATE EDUCATION COUNCIL

1. Membership of the Council

Ex-officio voting Members:

- a. the President of the University, or designate;
- b. the Vice-President and Provost of the University or designate;
- c. the Dean of SGS;
- d. the Vice-Dean/s of SGS;
- e. the Chief Librarian of the University;
- f. the Academics Commissioner/s of the Graduate Students' Union;

Elected voting Members. elected under the rules of Council contained in its By-laws:

- f-g. five full members- (non-Emeritus) of the graduate faculty from each of the four SGS divisions
- g-h. three graduate students from each of the four SGS divisions
- i. three members of the administrative staff working in graduate studies: one SGS administrative staff member; two graduate administrative staff members working in graduate units or offices.
- h-j. two Postdoctoral Fellows, registered with SGS.

Non-voting Members:

- i-k. members from associated constituencies may be appointed to the Council as non-voting members at the discretion of the Dean.

2. Officers of Council

- a. The Dean shall be chair of the Council.
- b. The secretary (non-voting) appointed by the Dean, from among the SGS senior administrative staff.

3. Council's Powers, Duties and Responsibilities

The Council shall:

- a. make rules and regulations for governing its proceedings;
- b. make rules and regulations for the government, direction and management of SGS and the affairs and business thereof;
- c. have authority for the academic policies of SGS, including the degree, diploma, and general regulations, and policies and regulations concerning admission, enrolment, registration, program progress and completion for all graduate programs offered in SGS; and shall establish procedures by which exemptions may be considered as contained in the Council's By-laws;
- d. establish SGS policy regarding SGS fellowships, scholarships, bursaries, prizes and other awards in SGS, subject to final approvals, as required;
- e. approve, in accordance with the University of Toronto Policy on Student Awards, SGS policy, and University and SGS procedures, the conditions of awards of all SGS fellowships, scholarships, prizes and other awards established in SGS, and shall amend, where necessary, the conditions of

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

- award of any fellowships, scholarships, bursaries, prizes or other awards established in SGS, having due regard for the wishes of the donor; approval and amendment of the conditions of these awards is normally delegated from the Council to the SGS Dean;
- f. establish, in accordance with University of Toronto policies and procedures, policy for approval of and membership in the graduate faculty;
 - g. consider and report to the Governing Council upon such matters affecting SGS as requested by the Council;
 - h. have the power to establish, alter, or disband its committees as deemed necessary and to determine their composition, authority, quorum, and method of appointment of their members and chairs; Council shall have the final authority (subject to the approval of Governing Council, as required), in its decision-making capacity or in its advisory role, regarding recommendations brought forward by such committees;
 - i. have a Graduate Academic Appeals Board to deal with and decide upon all appeals by graduate students in connection with the application of SGS academic policy and procedures, and those of its constituent units, subject to an appeal to the Governing Council.
4. Meetings are conducted according to the Rules of Council contained in its By-laws, and as follows:
- a. Normally at least two regular meetings are held during the academic year;
 - b. In the absence of the official chair, the Council may appoint a chair pro tempore from among the members present at the meeting;
 - c. The Dean may, and shall if requested in writing by fifteen members of the Graduate Education Council or the graduate faculty, call a meeting from time-to-time of Council, subject to notice provisions approved by the Council as part of its by-laws.

5. THE DEAN

- 1. The Dean of SGS shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators¹
- 2. The Dean shall be:
 - a. chair of Council;
 - b. ex officio a member of all committees of SGS;
 - c. ex officio a non-voting member of the councils of other Faculties, colleges and schools involved in graduate studies and research.
- 3. The Dean shall:
 - a. exercise power under the authority of the Policy on Appointments of Academic Administrators² which states that "the Dean of the Faculty is the

¹ University of Toronto Policy on Appointment of Academic Administrators applies to the appointment, term of office, and responsibilities of all SGS deans, chairs of graduate departments, and directors of extra-departmental units (EDU:A and EDU:B).

² See footnote #1 above.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

- chief executive officer of the Faculty and reports directly to the Vice-President and Provost";
- b. direct the general policy and regulations of SGS so as to maintain and improve the quality of graduate scholarship in the University;
 - c. retain responsibility for the overall direction of SGS and, in particular, for authority over the budget and other financial matters, although the Dean may delegate authority to other academic administrators in SGS;
 - d. have ultimate authority for the allocation and management of SGS's resources;
 - e. advise the Vice-President and Provost regarding such appointments within SGS as the Vice-President and Provost may be authorized to make or recommend to the Governing Council, including review and confirmation of recommendations for graduate unit chairs/directors;
 - ~~f. appoint the Directors of Graduate Collaborative Programs;~~
 - ~~g-f.~~ determine the list of graduate units comprising each division;
 - ~~h-g.~~ be responsible for the content and production of the School of Graduate Studies calendar, including relevant policies, regulations, and admission and program requirements for all appropriately-approved graduate programs offered at the University of Toronto.
 - ~~h-h.~~ implement and oversee the policy for graduate faculty membership, and shall recommend policy changes to the Council, subject to final University approvals;
 - ~~j-i.~~ establish procedures for graduate faculty membership and review and approve all graduate faculty memberships to ensure that they are in accordance with University and SGS policies and procedures;
 - ~~k-j.~~ advise the Vice-President and Provost regarding such other matters relating to the operation and welfare of SGS as appropriate, or as the Vice-President and Provost may request;
 - ~~h-k.~~ be responsible for the approval and transmission to Governing Council of the names of those candidates who have completed the requirements for each degree;
 - ~~m-l.~~ be responsible for the procedures for the review, approval and awarding of all applications and nominations for SGS fellowships, scholarships, bursaries, and other graduate student prizes and awards in SGS;
 - ~~n-m.~~ appoint examiners to conduct examinations in SGS and to determine the results of such examinations;
 - ~~o-n.~~ be responsible for duties relating to graduate studies and graduate students in accordance with University policies such as the Code of Behaviour on Academic Matters, intellectual policies and procedures, etc.;
 - ~~p-o.~~ advise Council of the resource implications of proposed academic policy decisions;
 - ~~q-p.~~ seek the advice of Council on administrative proposals that may have a significant impact on the academic programs of SGS.

6. THE VICE-DEAN

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO SCHOOL OF GRADUATE STUDIES

1. One or more Vice-Deans shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators³.
2. A Vice-Dean shall:
 - a. act on the Dean's behalf in his/her absence;
 - b. discharge such duties as may be assigned by the Dean.

7. THE DIVISIONS

1. There shall be four divisions of SGS as follows:
 - a. Division I -The Humanities
 - b. Division II -The Social Sciences
 - c. Division III -The Physical Sciences
 - d. Division IV - The Life Sciences
2. The Dean may at any time change the number of divisions if the Dean decides that the interests of graduate units and of SGS as a whole will thus be more effectively served.
3. A graduate unit shall normally belong to only one division; graduate programs may, at the request of a graduate unit, be moved from one division to another by the SGS Dean.
4. A graduate unit shall, subject to the approval of the SGS Dean, determine the division to which it shall belong; transfers from one division to another shall require the approval of the SGS Dean.
5. Collaborative Programs specialization belong to only one division for administrative purposes, as approved by the SGS Dean.

Formatted: Highlight

Formatted: Line spacing: Multiple 1.08 li

8. GRADUATE UNITS

The powers and duties of each graduate unit are:

1. to maintain and improve its standards of instruction, research and examination;
2. to maintain and improve its graduate curriculum subject to governance structures approved by Governing Council, and in accordance with SGS policies and procedures.
3. to approve:
 - a. admission of students to SGS and enrolment in the graduate unit and program conforming to the policies of SGS;
 - b. the program of study for each student in the graduate unit and program;

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer

³ See footnote #1 on previous page.



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

4. to recommend to SGS exemptions to admission and program requirements for individual students according to established policy and procedures;
5. to conduct examinations in the graduate unit, to determine the results of such examinations, to report the results of such examinations to SGS, and to recommend to the Dean students eligible for graduate degrees.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

9. THE CHAIR OF A GRADUATE UNIT

1. The chair of each graduate unit shall be appointed in accordance with the University of Toronto Policy on Appointment of Academic Administrators
2. The chair of each graduate unit, in accordance with SGS and University policy and procedures, and subject to SGS review, shall:
 - a. in association with the graduate faculty, maintain and improve the quality of scholarship in the graduate unit;
 - ~~b. initiate graduate faculty membership in the graduate unit for:~~
 - ~~i. those of professorial rank, including existing members of teaching staff of the University of Toronto, or those appointed to the University from affiliated institutions, and members of teaching staff holding status-only University appointments, to be Full or Associate Members of the graduate faculty;~~
 - ~~ii. other appropriate individuals from within or outside the University with a University of Toronto appointment, whether holding professorial rank or not, to be Associate Members of the graduate faculty for continuing or for limited terms; and~~
 - ~~iii. retiring Full Members of the graduate faculty to the category of Member Emeritus for a limited term.~~
 - ~~c. initiate graduate faculty membership, in one of three categories of membership: Full, Associate and Emeritus.~~
 - ~~i. Full Members shall, where required, act as the sole or major supervisor of doctoral and master's theses and as a member of thesis committees; serve as chair or voting member of final oral examination committees, where such examinations are required by SGS, and perform all duties associated therewith; assume responsibility for the setting and marking of comprehensive (general) examinations; teach, set and mark examinations for graduate courses and give such other direction to graduate students as may be required. Such memberships are normally continuing.~~
 - ~~ii. Associate Members shall be permitted to undertake all the duties of a full member but shall not serve as a sole or major supervisor, whether formally or otherwise, of doctoral students nor act as the chair of final doctoral oral examinations. Graduate activities of an Associate Member may be restricted, according to policy and procedures. Such memberships may be continuing or for limited terms.~~
 - ~~iii. Members Emeriti shall be permitted to undertake all duties of a Full Member, but shall only take on new master's or doctoral supervision with the approval of the graduate chair or director. Such memberships are normally for limited terms.~~
 - ~~d. b. remove from graduate faculty membership, those who, through completion of term, retirement, resignation, death, or for any other reason, are no longer eligible for graduate faculty membership in the graduate unit;~~

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

- e.c. maintain up-to-date records of graduate faculty memberships according to SGS-established procedures and report all changes to SGS;
- f.d. in accordance with SGS policy and procedures, ensure that every graduate student in the graduate unit has a graduate faculty member who serves as the student's advisor/supervisor throughout the program;
- g.e. ensure that the graduate unit's courses, other academic assessments or activities, and admission and program requirements are duly approved;
- h.f. ensure that the content of the graduate unit's graduate program entry in the SGS Calendar is accurate, and up-to-date;
- i.g. normally call a meeting at least once a year of the members of the graduate unit;
- j.h. in graduate units admitting students, appoint a Full Member of the graduate faculty as graduate coordinator who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair; the chair may fulfill both roles, at the chair's discretion;
- k.i. in graduate units with more than one graduate program, at the discretion of the chair, for each graduate program appoint a program director from among the unit's graduate faculty members who shall be responsible for such day-to-day operations of the academic program as may be delegated by the chair.

10. Constitutional Review and Amendment

1. The Constitution of the Council may only be amended with the approval of the Council and the Governing Council of the University of Toronto. Voting shall take place at a regular meeting to which there has been three days' notice of the proposed amendment. An affirmative vote to amend the Constitution is required by two-thirds of the members of the Council present and voting. Following approval of the amendment by Council, the amendment is forwarded to Governing Council for approval.
2. At periods of not more than ten years, the Dean shall establish a review of the Constitution and By-Laws and recommend to Council any changes deemed appropriate.

11. By-Laws

1. The procedures of Council and its committees and boards will be set forth in the By-Laws.
2. The By-Laws of Council shall be approved by Council.
3. The By-Laws of the Council may be amended at any meeting of the Council by affirmative vote of two thirds of those members present and voting; notice of the proposed amendment should be provided at the previous regular meeting.

12. Revision History:

Statute No. 2961 of the School of Graduate Studies:
Passed by the Senate, December 9, 1966.
Approved by the Board of Governors, January 26, 1967.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

As amended by:

- Statute No. 3011, passed by the Senate, March 8, 1968, and approved by the Board of Governors, March 28, 1968;
- Statute No. 3019, passed by the Senate, October 10, 1968, and approved by the Board of Governors, October 24, 1968;
- Statute No. 3031, passed by the Senate, February 14, 1969, and approved by the Board of Governors, February 27, 1969;
- Statute No. 3047, passed by the Senate, May 8, 1970, and approved by the Board of Governors, May 28, 1970;
- Resolution of the Governing Council passed June 21, 1973, upon the recommendation of the Academic Affairs Committee of the Governing Council made May 22, 1973;
- Resolution of the Governing Council passed March 28, 1974, upon the recommendation of the Academic Affairs Committee of the Governing Council made February 19, 1974;
- Resolution of the Executive Committee of the Governing Council passed October 15, 1974, upon the recommendation of the Academic Affairs Committee made October 3, 1974, and reported to the Governing Council October 24, 1974;
- Resolution of the Governing Council passed June 19, 1980, upon the recommendation of the Academic Affairs Committee of the Governing Council made May 29, 1980;
- Resolution of the Governing Council passed December 17, 1981, upon the recommendation of the Academic Affairs Committee of the Governing Council made November 12, 1981;
- Resolution of the Governing Council passed November 17, 1983, upon the recommendation of the Academic Affairs Committee of the Governing Council; and
- Resolution of the Governing Council passed February 26, 1996, upon the recommendation of the Academic Board of the Governing Council made February 15, 1996.
- Resolution of the Academic Board passed [September 4, 1997](#), and [September 4, 1997](#) and confirmed by the Executive Committee of Governing Council on September 8, 1997.
- Resolution of the Academic Board passed on March 30, 2006 and confirmed by the Executive Committee of Governing Council on April 21, 2006.
- Resolution of the Academic Board passed on November 25, 2010, and confirmed by the Executive Committee of Governing Council on December 6, 2010.
- Resolution of the Academic Board passed on [MONTH, DAY, YEAR] and confirmed by the Executive Committee of Governing Council on [MONTH, DAY, YEAR].

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Highlight

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer

BY-LAW #1 RULES OF THE GRADUATE EDUCATION COUNCIL

CHAIR OF THE GRADUATE EDUCATION COUNCIL:

Chair

1. The Dean of the School shall be Chair of the Graduate Education Council, hereinafter referred to as "Council". The Dean may designate a person to serve in this capacity in the case of a planned absence from a meeting. Otherwise, in the absence of the Dean, or acting Dean, Council may appoint a Chair *pro tempore* from among the members present at the meeting.

Membership

1.1 The membership of the Council is assembled according to the SGS Constitution and the following procedures:

Ex-officio voting Members:

- a) The President of the University, or designate;
- b) the Vice-President and Provost of the University, or designate;
- c) the Dean of SGS;
- d) the Vice-Dean/s of SGS;
- e) the Chief Librarian of the University;
- f) the Academics Commissioners of the Graduate Students' Union;

Elected voting Members:

- g) five full members (non-Emeritus) of the graduate faculty from each division: four elected by all members of the graduate faculty of each division - candidates shall be nominated by two members of the graduate faculty of the division, and election shall be by secret ballot; one chair from each division to be nominated by one chair in the division and elected by the chairs of the division—election shall be by secret ballot. Membership shall be for staggered periods of three years; retiring members shall be eligible for immediate re-election for one additional three-year term and, thereafter, are not eligible for immediate re-election. Graduate Faculty members shall not be members of the same graduate unit.
- h) three graduate students from each division to be elected by the graduate students of the division; each candidate shall be nominated by two graduate students in the division, and election shall be by secret ballot. Membership shall be for periods of one year or two years, without necessity in the latter case for re-election for a second year. Nominees are required to indicate whether they are running for one year or two years. Retiring members shall be eligible for re-election up to and including a third year. Graduate student members shall not be members of the same graduate unit.
- i) three members of the administrative staff working in graduate studies: one SGS administrative staff member to be elected by members of the SGS administrative staff ; two administrative staff members working in graduate units or offices to be elected by administrative staff working in graduate units or offices; the SGS candidate/s shall be nominated by two members of the SGS administrative staff. Each of the remaining two candidates shall be nominated by two staff members working in graduate units or offices. Elections shall be by secret ballot. Membership on Council shall be for periods of one year or two years, without necessity in the latter case for re-election for a second year. Nominees are required to indicate whether they are running for one year or two

Formatted: Font: (Default) Arial, 10 pt

Formatted: Font: (Default) Arial, 10 pt

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

years. Retiring members shall be eligible for re-election up to and including a third year.

Administrative staff members shall not be members of the same graduate unit.

g) Two Postdoctoral Fellows, registered with SGS, to be elected by registered Postdoctoral Fellows. Membership shall be for periods of one year or two years, without necessity in the latter case for re-election for a second year. Retiring members shall be eligible for re-election up to and including a third year. Postdoctoral Fellow members shall not be members of the same graduate unit.

Non-voting Members:

h) 14 members from associated constituencies; these may be appointed to the Council as non-voting members at the discretion of the Dean.

i) a secretary (non-voting) appointed by the Dean, from among the SGS senior administrative staff.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted Table

Formatted: Header, Right, Right: -0.2 cm

Formatted: Header

Formatted: Font: 11 pt

Formatted: Not Highlight

Formatted: Font: 11 pt

Formatted: Font: 11 pt

MEETINGS OF COUNCIL:

Regular meetings

2. Regular meetings of Council shall be held according to the SGS Constitution (traditionally these have been held on the third or fourth Tuesday of the month, at three o'clock in the afternoon). The time allotted or meetings is usually three hours in length, or for a length of time to be determined by the Dean; the meeting may be adjourned on completion of the business on the agenda for that meeting if earlier than the end time stated on the agenda, unless Council agrees to extend the time of adjournment as hereinafter provided.

Formatted: Font: (Default) Arial

Formatted: Not Highlight

Formatted: Font: (Default) Arial

Discretion of the Dean to hold meetings

3. The Dean of the School, at ~~their his or her~~ discretion, may cancel regular meetings of Council or vary meeting dates; normally at least two regular meetings are held during the academic year.

Special meetings, how called

4. The Secretary shall call a special meeting of Council when requested to do so by

4.1 the President, or

4.2 the Dean, or ~~the a~~ Vice-Dean acting on the Dean's behalf, or

4.3 written requisition signed by not fewer than fifteen members of Council or the graduate faculty.

A special meeting called as aforesaid may transact only that business for which it is called and which is set out in the notice of the meeting.

Meetings on a University of Toronto campus unless Chair determines other location

5. Any regular or special meeting of Council shall be held on a campus of the University unless the Chair determines that it should be held elsewhere.

Notice of Meetings

6. Notice of the time and place of any regular or special meeting of Council shall be given by the Secretary to each member thereof and to chairs and directors of graduate departments, centres and institutes not less than three ~~clear~~ business days (in the case of regular meetings) and not less than one ~~clear~~ business day (in the case of special meetings) before the day on which the meeting is held. The day of giving notice and the day of the meetings shall not be counted when computing such ~~clear~~ days.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

Notice sufficiently given

7. Any notice of meeting shall be sufficiently given to a member, chair, or director if it is sent through the University mail delivery service, or by electronic mail communications, or by courier, or by electronic facsimile (FAX).

Roll of members

8. The Secretary shall keep a roll showing the names and email addresses for service of notice of all members. It is the responsibility of members who change their email address from that recorded on the roll of members to notify the Secretary in writing of the change.

Meeting not invalidated

9. The failure of the Secretary to give notice to a member or to a chair or director as provided herein shall not invalidate the proceedings of the meeting for which the notice was given or any part thereof.

Content of notice of meeting

10. The notice of any meeting of Council shall set forth the general nature of the business that will come before the meeting. Failure to give notice of any particular item of business shall not invalidate the proceedings of the meeting (or any part thereof) for which the notice was given.

Reconsider, 2/3 majority

11. No matter decided by Council may be considered again within one calendar year of the date of the meeting at which the matter was decided unless a motion for consideration is carried by a two-thirds majority of the members present and voting.

Votes of members

12. Each voting member present, including the Chair, is entitled to one vote, and only the members present may vote on any question.

Questions decided by majority vote

13. All questions that come before Council shall be decided by a majority of the members present and voting unless otherwise expressly provided herein. In the case of an equality of votes, the question shall be deemed to be decided in the negative.

Decisions by resolution, to be recorded

14. The decision of Council upon any matter coming before it shall be made by resolution and shall be recorded in the minutes of Council.

Absence from meetings

15. Any elected member of Council who fails to attend more than two consecutive regular meetings of Council, not having the leave of Council or of the Dean acting on its behalf, shall be deemed to have resigned his or her/their membership of Council, and the seat shall be declared vacant.

Quorum

16. The quorum required for transaction of business by Council shall be not less than one third of the number of elected members of Council currently serving.

DEBATE IN COUNCIL:

- Formatted: Header, Indent: Left: -0.2 cm
- Formatted Table
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.2 cm
- Formatted: Header

- Formatted: Font: (Default) Arial
- Formatted: Font: (Default) Arial
- Formatted: Not Highlight
- Formatted: Font: (Default) Arial
- Formatted: Font: (Default) Arial
- Formatted: Header, Indent: Left: -0.2 cm
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.2 cm
- Formatted Table
- Formatted: Footer

Openness

17. Meetings of Council shall be open to the public except that Council may at any time, by majority vote, move into closed session.

Non-members to withdraw if in closed session

18.1 When Council conducts its proceedings in closed session, all persons who are not members of Council or of its Secretariat shall withdraw from the chamber except such named persons as may be specifically invited to remain by the Chair with the consent of Council.

Confidentiality

18.2 The proceedings of any meeting or part of a meeting of Council, which is conducted in closed session, including the minutes of and other records concerning any such meeting or part thereof, shall be kept in confidence by every member and officer of Council and by any other person invited or permitted to attend any such meeting or part thereof.

Non-member may not participate in debate unless invited

19. A person who is not a member of Council may not participate in debate in any meeting of Council unless such person be invited by the Chair to participate in a specified manner, and any person so invited to participate shall be bound by the rules of order of Council.

RULES OF ORDER:

Authority in matters of order not provided for

20. In matters of order arising at a meeting that are not provided for herein, *Bourinot's Rules of Order*, most recent edition, shall govern.

Chair to rule on points of order

21. The Chair shall rule on all points of order. The Chair's ruling may be appealed by any member, and in such case the meeting shall decide by the majority of the members present and voting, but without amendment and without debate, save that the member making the appeal shall state briefly the grounds therefore; provided that if the Chair considers that a successful appeal from ~~their his or her~~ ruling would constitute a suspension of these rules of order, the Chair shall rule that section 45 hereof applies to such appeal, and accordingly such appeal shall be deemed to be defeated if any member supports the ruling under appeal. A ruling by the Chair that section 45 hereof applies to an appeal of a previous ruling shall be conclusive and shall not be subject to further appeal.

Agenda

22. The agenda for each regular meeting shall be prepared by the Dean of the School in consultation with the Secretary and shall set forth the items of business to be discussed at that meeting.

Order of business as on agenda

23. The order of business at a meeting shall be the order set out on the agenda unless varied or added to as hereinafter provided.

Vary order of business

24. A motion to vary the order in which the items on the agenda are to be taken up shall be in order at any time except when another motion is being debated or voted upon. The mover shall

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

briefly indicate reasons why the order should be varied, but otherwise the motion shall not be debatable.

Add to agenda, 2/3 majority

25. A substantive matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof be agreed to by two thirds of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.

Member may give notice of motion at any meeting, to be considered at next meeting

26. At any meeting of Council a member may give notice of a motion to be presented at a subsequent meeting of Council. A motion of which notice is given as aforesaid shall be considered at the regular meeting next following the meeting at which the aforesaid notice of the motion had been given.

Member to be recognized

27. Any member desiring to speak during a meeting of Council shall signify such intention to the Chair. No member shall speak until he or she has been recognized by the Chair, and when so recognized the member shall address the Chair.

No member to be interrupted except by Chair

28. The Chair at any time may call to order any member, including the member who is speaking, but otherwise no member shall interrupt any other member. A member called to order by the Chair shall sit down.

Member may speak more than once only at discretion of Chair

29. A member is entitled to speak only once to a motion but at the discretion of the Chair may be permitted to speak again to the same motion.

Length of speeches

30. No member or other person invited to address Council shall speak for more than five minutes at one time, except by leave of the majority of the members present and voting, which leave shall be granted or refused without debate.

Member may require question to be stated

31. Any member may require the question under discussion to be stated at any time during the debate but not so as to interrupt a speaker.

No speaking after question put

32. No member shall speak to a question after it has been put to vote by the Chair.

Motions to be seconded

33. All motions, except those for adjournment of the meeting or of a debate, shall be seconded before being debated or put by the Chair. The Chair, at ~~their his or her~~ discretion, may require that a motion be put in writing before being debated or put by the Chair.

Chair may permit question period before debate

34.1 After the mover and seconder have spoken to a motion presented to Council for debate, the Chair, at ~~their his or her~~ discretion, may allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Chair who may request an answer from any member or any person present. During this period of questioning no further motion, except a motion to adjourn the meeting or a motion to extend the time of the

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

meeting, may be put. The Chair shall determine and declare when the period of questioning is ended and upon such declaration shall call for further formal debate on the motion.

Question may be permitted for clarification

34.2 The Chair may permit a member to address a question to a member who has completed speaking in debate upon a motion, for the purpose of obtaining clarification of some matter raised in the address of the member to whom the question is directed.

Procedural Motions

35. When a question is under debate, no motion shall be received by the Chair except for one of the following purposes, and the order of precedence of these motions shall be as follows:

Not debatable 35.1 to adjourn the meeting,

Not debatable 35.2 to extend the time of adjournment,

Not debatable 35.3 to adjourn the debate,

Not debatable 35.4 to put the question,

Not debatable 35.5 to withdraw the motion,

Debatable 35.6 to refer or commit,

Debatable 35.7 to amend,

Not debatable 35.8 to divide.

Adjourn meeting

36. A motion to adjourn the meeting shall always be in order and shall be decided without amendment and without debate.

Extend time of adjournment

37. A motion to extend the time of adjournment shall not be debatable.

Adjourn debate

38. A motion to adjourn the debate shall always be in order and shall be decided without amendment and without debate. The item so adjourned shall appear as of course on the agenda for the next ~~regular meeting~~ regular meeting.

Put the question

39. A motion to put the question shall be decided without amendment and without debate. If the motion to put the question is resolved in the affirmative, the question under debate shall be put forthwith without further amendment and without further debate. If the motion to put the question is not carried, debate on the question shall continue.

Withdraw

40. When a motion has been made and seconded, it shall be disposed of unless, at the request of the mover, it is allowed to be withdrawn. In such case, consent shall be understood if no objection is made to the motion being withdrawn, but if objection is made, the Chair shall put the question "that this motion

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

be withdrawn," which shall be decided without debate. A motion so withdrawn may be placed on the agenda for another meeting of Council before a calendar year has expired.

Refer or commit

41. A motion to refer the question back to the originating party, to a division committee or a special committee, or to commit it to a division committee or a special committee for consideration and report, shall be debatable.

Limit of two amendments on floor

42.1 If two amendments are before the meeting at one time, no motion to amend further shall be in order until one of the amendments has been disposed of. When no further amendments remain to be disposed of, the motion (as amended if amendments be passed) shall be put.

Amendment not to contravene sense of motion

42.2 An amendments which contravenes the sense of the motion to which it is proposed or negates it shall be out of order.

Divide

43. A motion to divide the question under consideration into parts that can be considered and voted on separately may not be introduced while an amendment to the question is being considered. Such motion shall not be debatable, but the mover may briefly explain reasons why the question should be divided.

Voting procedure

44. When a question is put to vote by the Chair, members shall indicate their vote in such manner as the Chair may direct. The Chair shall declare the result of the vote, and such declaration shall be conclusive.

Suspend rule of rules of order

45. None of the foregoing rules of order contained in sections 23 to 44 inclusive shall be suspended at any meeting if any member present expresses objection to the suspension.

AMENDMENTS AND ENTRY INTO FORCE:

Amendment to by-laws

46.1 Notice of any motion to enact, amend, or repeal the Rules of Council shall be given for a regular meeting of Council at which the motion is to be presented.

46.2

A motion to enact, amend, or repeal the Rules of Council shall be carried by a two thirds affirmative vote of voting members of Council present at the meeting; notice of the proposed amendment should be provided at the previous regular meeting.

Entry into force

47. The Rules of Council enter into force when enacted by Council. The Rules were originally established on December 14, 1976 and amended April, 1998. This by-law of the Graduate Education Council was created on May 8, 2006 and approved by the Graduate Education Council on May 23, 2006 and is in effect as of July 1, 2006. This by-law is amended and approved by the Graduate Education Council on October 19, 2010, and is in effect as of

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

January 1, 2011. [This by-law is further amended and approved by the Graduate Education Council on XXXX](#), and is in effect as of [XXXX](#).

Formatted: Header, Indent: Left: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted: Header

Formatted: Highlight

Formatted: Highlight

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

BY-LAW #2
NON-STANDARD ADMISSIONS AND PROGRAMS
COMMITTEE
(NSA&P Committee)

TERMS OF REFERENCE

1. The SGS Non-Standard Admissions and Programs Committee is a standing committee of the Graduate Education Council.
2. The Committee will have the power to waive or modify in individual student cases the application of:
 - (a) a General Regulation of the School, where it concerns admissions standards and procedures, registration policies and procedures, enrolment policies and procedures, and policies on good academic standing and satisfactory academic progress;
 - (b) a Degree Regulation of the School; or
 - (c) a program requirement governing a graduate program.

In addition, the Committee will consider requests from graduate units on other cases requiring exemptions, including, but not limited to:

- (d) non-standard admissions;
- (e) leaves of absence that do not fall within the provisions of the School's leave policy;
- (f) the School's deadlines for course extensions;
- (g) grade revisions and grade reporting procedures;
- (h) the School's time limits for the completion of program requirements; the School's time limits for the completion of degrees; and
- (i) posthumous degrees.

The Committee will consider requests for individual student exemptions only when submitted by the Chair or Director or designate of the relevant graduate unit.

3. The Committee will consist of eight members, plus an alternate student member, the secretary ~~or secretaries to the committee~~ (non-voting), and the Director of SGS Student Academic Student-Services (non-voting), as follows (members listed below having voting privileges unless otherwise noted):
 - a) SGS Vice-Dean, Students, *ex officio* (Chair);
 - b) SGS Vice-Dean, Programs and Innovation, *ex officio*;

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Font color: Background 1, Expanded by 3 pt

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

- c) ~~One~~ Graduate Faculty representative from each of the four divisions of SGS;
- d) ~~One~~ graduate student representative and ~~one~~ alternate student representative;
- e) Dean of the School of Graduate Studies, *ex officio*;
- f) ~~The Manager, Front-line Student Academic Services Director of SGS Student Services, ex officio (non-voting); SGS Student Service Officers~~ will serve as secretaries to the Committee (non-voting) ~~as required; the Director will assign "senior" secretary duties to one of the Student Service Officers~~ for the purpose of annually establishing the committee and its schedule of meetings and any other general business.

Five voting members shall be a quorum. Meetings will be chaired by the Vice-Dean, Students. The Vice-Dean, Programs and Innovation, shall serve as Chair in the absence of the Vice-Dean, Students. Decisions will be made by a majority of those voting members present at the meeting.

- 4. The four Graduate Faculty representatives, one from each of the four SGS Divisions, shall be appointed by the Council upon the recommendation of the Dean. Faculty representatives will serve for a three-year term. An appointment may be renewed by the Dean for further one-year periods indefinitely.

Formatted: Highlight

The graduate student member and alternate shall be appointed by the Dean from among the elected student members of Council, or appointed by the Dean upon the recommendation of the elected student members of Council. The alternate graduate student member will be invited to attend meetings in the absence of the regular graduate student member. The graduate student member (and alternate) will serve for a one-year term. An appointment may be renewed by the Dean for a further one-year period indefinitely.

Formatted: Highlight

- 5. The Committee normally shall meet monthly, as required, but not normally in July or August. The Committee normally shall meet at least once a year.
- 6. The Committee will grant exemptions to the School's regulations, as in clause #2 above, only in exceptional cases and only on the recommendation of the Chair or Director of the relevant graduate unit. The onus will be on the graduate unit applying for the exemption to show that waiving or modifying the requirement in the individual student case under consideration would be reasonable in the circumstances, would be in the best interests of the student or applicant concerned, would not give an unfair academic advantage to the student or applicant concerned, and would not undermine the integrity of the School's regulations or degree requirements.
- 7. The Committee will decide each case on its merits, in a reasonable and fair manner. An exception to a regulation will be granted only with a majority affirmative vote of voting members present. Decisions of the Committee, and of

any of its sub-committees, shall be final. In cases where new information, which was not reasonably available at the time of the application becomes available following the original decision, a graduate unit may request that the Committee reconsider its decision.

8. The Vice-Dean, Students or the Vice-Dean, Programs and Innovation may act on behalf of the Committee, and may delegate such authority ~~to the Manager or SGS Student Services Officer~~, as appropriate. A graduate unit may appeal to the full Committee an adverse decision made by the Vice-Dean (or ~~delegate Student Services Officer~~) acting on behalf of the Committee. Decisions made by the Vice-Dean, including those made by the ~~delegate Student Services Officers~~, on behalf of the Committee, shall be reported to the Committee at a subsequent meeting of the Committee.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63 cm + Indent at: 1.27 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

~~8-9.~~ SSub-committees of the Committee may be struck, at the discretion of the Chair ~~and Alternate Chair~~, to review such commonly occurring exemptions as non-standard admissions and deadline extensions, insofar as such subcommittees are able to maintain consistency of decisions as per clause #6 above. A list of sub-committees will be maintained as an appendix to this bylaw; the appendix may be updated by the Dean on behalf of the Graduate Education Council. The sub-committee will report annually to the full Committee.

10. The Non-Standard Admissions and Programs Committee, including reports of any subcommittees or delegated decision-making, shall report annually to the Graduate Education Council.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63 cm + Indent at: 1.27 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

ENTRY INTO FORCE

11. The Terms of Reference for the Non-Standard Admissions and Programs Committee enter into force when enacted by Council. Prior to its existence as the Admission and Program Committee, the A&P Committee was preceded by four committees named the "Degree Committees", one for each SGS Division. The Degree Committees were restructured into one committee that was named the Non-Standard Admissions and Programs Committee at the February 27, 1996 meeting of the SGS Council effective summer 1996. The Terms of Reference of the Non-Standard Admissions and Programs Committee were amended on May 9, 2006 and January 27, 2004. This by-law of the Graduate Education Council was created on May 6, 2006 and approved by the Graduate Education Council on May 23, 2006 and is in effect as of July 1, 2006. The revised by-law was approved by the SGS Graduate Education Council on October 19, 2010 and is ~~in~~ effective immediately. The revised by-law was approved by the SGS Graduate Education Council on DATE, and is effective immediately.

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63 cm + Indent at: 1.27 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

Formatted: Highlight

APPENDIX

~~The following Sub-Committees to the SGS Admissions and Programs Committee (A&P) have been struck (see clause 9 above):~~

- ~~1. Sub-Committee to review non-standard admissions cases to the Executive MBA Program.~~
- ~~2.1. Sub-Committee to review requests to continue coursework extensions beyond the School's deadline.~~

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.63 cm + Indent at: 1.27 cm, Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers

BY-LAW #3 GRADUATE ACADEMIC APPEALS BOARD (GAAB)

PREAMBLE

1. The Graduate Academic Appeals Board (hereinafter referred to as "the Board") is a standing committee of the Graduate Education Council of the School of Graduate Studies (hereinafter referred to as "the Council").

REPEAL

2. These Terms of Reference repeal and replace all former terms of reference.

JURISDICTION

3. a. The Board shall hear and determine appeals of students registered in the School of Graduate Studies concerning grades in a course or in a component of a grade in a course, or concerning any other decision with respect to the application of academic regulations and requirements to a student. Except by leave of the Board in exceptional circumstances, an appeal shall not be heard by the Board until all prior levels of academic appeal established for students in the School of Graduate Studies have been completed and determined. *EXCEPTION: Appeals related to failure of a final doctoral examination or related to termination of registration in a program should be made directly to the SGS Graduate Academic Appeals Board – Step 4(b) (see SGS Calendar entry on Academic Appeals). In some cases, the Chair of GAAB may refer the appeal to the Graduate Department Academic Appeals Committee for prior consideration. The GDAAC will not have the right to overturn a failed doctoral examination result or a termination of registration, but may recommend that such a decision be considered further by GAAB.*

b. ~~In an appeal other than a grade appeal, the~~ Board may vacate, reverse, or amend the decision appealed from. ~~and in the case of a grade n-appeal, the Board may not change a grade other than for technical reasons and only then if it is clear that the grade was incorrect because of some technical error such as, for example, an incorrect calculation or failure to follow Department rules on what numerical marks convert to which grades. In all other cases of gradate appeal the Board may, if it finds a procedural error -of a grade, may-~~ order a re-evaluation of the student in such manner and on such terms and conditions as the Board considers appropriate. The Board may recommend to the University that fees of a student be rebated or cancelled in whole or in part, but shall not otherwise recommend or award any monetary or other compensation. The Board shall not award costs of the appeal to or against the University.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Footer

- c. For the purposes of this section, "student" shall include a person who is no longer enrolled as a student in the School of Graduate Studies, but who was so enrolled at the time of the decision which is being appealed.
- d. A decision of the Board shall take effect as if it were a decision of the Council.

COMPOSITION

- 4. The Board shall be composed of:
 - a. The Chair who shall be a member or retired member of the teaching staff of the University, or a person with academic credentials, and who shall be appointed by the Council upon the recommendation of the SGS Dean. Normally the Chair shall be legally qualified.
 - b. The Alternate Chairs who shall be members or retired members of the teaching staff of the University, or persons with academic credentials, and shall be appointed by the Council upon the recommendation of the SGS Dean. The Alternate Chairs may, but need not be, faculty members who are appointed to the Board to represent a division. Normally, Alternate Chairs shall be legally qualified.
 - c. Twelve Graduate Faculty members, that is, three members from each of the four SGS Divisions, who shall be members or retired members of the teaching staff of the School of Graduate Studies. The members shall be appointed by the Graduate Education Council, upon the recommendation of the SGS Vice-Dean, Students. The Graduate Faculty members shall not be members of the same graduate unit.
 - d. Three members, each of whom shall be registered as students within the School of Graduate Studies, who shall be appointed by the Council upon the recommendation of the student members of the Council. The student members shall not be registered as students in the same graduate unit.
- 5. The membership of the Board shall be reported to the Council annually, for information.
- 6. a. Where no Chair or Alternate Chair is available to hear and determine an appeal which has been filed, and it appears to the SGS Dean that there is no reasonable likelihood of such person becoming available or being permanently replaced without creating undue delay in the hearing of an appeal, the Dean may appoint *ad hoc* an appropriately-qualified person to act as Chair for the hearing of such appeal.
- b. Where no Graduate Faculty member from a division, or no student member is available to hear and determine an appeal which has been filed, and it appears to the SGS Dean that there is no reasonable likelihood of such person becoming available or being permanently replaced without creating undue delay in the hearing of the appeal, the Dean may appoint *ad hoc* some person from the same

- Formatted: Header, Indent: Left: -0.2 cm
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.2 cm
- Formatted Table
- Formatted: Header

- Formatted: Header, Indent: Left: -0.2 cm
- Formatted: Header, Centered
- Formatted: Header, Right, Right: -0.2 cm
- Formatted Table
- Formatted: Footer

constituency as the member who is unavailable, as a member of the Board for the purposes of determining that appeal.

TERM

7. a. The Chair and the Alternate Chairs may each hold office for a maximum of five years from the date of their respective appointments. An appointment may be renewed by the SGS Dean for further one-year periods indefinitely.
- b. Graduate Faculty Members representing the teaching staff of the divisions shall each hold office for a maximum of three years from the date of the appointment. An appointment may be renewed for further three-year periods indefinitely.
- c. Student members shall each hold office for a period of one year from the date of the appointment. An appointment may be renewed for further ~~one-year~~one-year periods indefinitely.
- d. Where, at the expiration of the term of a Chair, Alternate Chair, teaching staff member or student member, that person is a member of a Hearing Panel that has commenced the hearing of an appeal, that person may continue as a member of the Board for the purpose of hearing and determining that appeal, notwithstanding that the person's appointment is not otherwise renewed, and notwithstanding that the person may no longer be eligible to be a member of the Board except for this provision.

SECRETARY

8. a. The SGS Dean shall appoint a member of the administrative staff of the School of Graduate Studies to act as Secretary to the Board. The Secretary shall carry out such functions for the Board as the Chair, with the approval of the Dean, shall designate.
- b. If the Secretary is unable to act, the SGS Dean may appoint an Acting Secretary.

INSTITUTION AND HEARING OF APPEALS

9. Except by leave of the Chair or Alternate Chair, a Notice of Appeal shall be filed by the student with the Board not later than eight weeks after the decision at the immediately prior level of appeal has been communicated to the student.
10. a. After the Notice of Appeal has been filed with the Board, the Secretary, under the direction of the Chair or an Alternate Chair, shall establish a Hearing Panel to hear and determine the appeal at the earliest possible date, normally within six to eight weeks from the deadline given to the Student by the Secretary to submit all materials in support of the Notice of Appeal.
- b. After the deadline for the Student to submit all materials, the Secretary shall provide a copy to the graduate unit chair or director with a request for a written Response normally within four weeks.

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

c. After the graduate unit's Response is received, the Secretary shall provide a copy to the Student with a request for a written Reply normally within one week.

d. Subject to Paragraph 13, a Hearing Panel shall consist of:

- i. a chair, who shall be the Chair or Alternate Chair or a person appointed *ad hoc* pursuant to Paragraph 6 to act as Chair;
- ii. a teaching staff member who is a Graduate Faculty Member from each of the divisions of the School of Graduate Studies or a person appointed *ad hoc* pursuant to Paragraph 6 to act in place of a member and
- iii. a student member or a student appointed *ad hoc* pursuant to Paragraph 6 to act in place of a student ~~member~~-member.

e. A copy of the appeal package, including the Notice of Appeal and supporting materials, the graduate unit's Response, and the Student's Reply, if any, shall be provided to members of the Hearing Panel and the parties.

11. If, after a Hearing Panel has been constituted to hear and determine an appeal, but before the hearing has commenced, the Panel Chair becomes unable to act, another Panel Chair shall be appointed. The replacing Panel Chair shall be the Chair, an Alternate Chair or a person appointed *ad hoc* pursuant to Paragraph 6. If a teaching staff or student member of the Hearing Panel becomes unable to act, another member of the Board from the same constituency, or a person appointed *ad hoc* pursuant to Paragraph 6 shall be appointed.

12. After a Hearing Panel has commenced to hear an appeal, if the Panel Chair becomes unable to act, he or she shall cease to be a member of the panel and shall not take further part in the hearing or determination of the appeal. The other members of the Hearing Panel may either select one of themselves to act as Panel Chair until the appeal is determined, or may terminate the hearing and remit the appeal to be reheard by a reconstituted Hearing Panel.

13. After a Hearing Panel has commenced to hear an appeal, if a member of the Hearing Panel other than the Panel Chair becomes unable to act, he or she shall cease to be a member of that panel, and shall not take further part in the hearing or determination of the appeal. The remaining members of the Hearing Panel shall continue to hear and determine the appeal, so long as at least four members, including the Panel Chair, are present. If there are fewer than four members, including the Panel Chair, able to act, the proceedings before that Hearing Panel shall terminate, and a new Hearing Panel shall be constituted to hear and determine the appeal.

14. The student who is appealing and representatives of the University may attend, present evidence, and submit argument at meetings of the Hearing Panel, except meetings or portions thereof when the panel is deliberating, and may be represented by counsel or other agent. "Entitled Persons", as defined by the

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

Rules of the Board, may attend, present evidence and be represented by counsel or other agents, to the extent permitted by the Panel Chair.

15. The hearing of the appeal shall be open to the public, unless the Hearing Panel decides that the hearing shall be closed. A hearing shall be closed only in circumstances where a hearing to which the Ontario *Statutory Powers Procedure Act* applies may be closed.
16. Decisions of the Hearing Panel shall be made by a simple majority of the members, other than the Chair. The Panel Chair shall not vote except in the case of a tie, but may take part in the deliberations of the Panel, and is responsible for writing the Panel's decision. Decisions, unless urgent, shall always be in writing with reasons. If a decision is urgent, it can be made orally with written reasons to follow. Decisions -normally shall be provided to the Secretary for distribution to the parties within four weeks from the date of the hearing. ~~Decisions shall be submitted in writing with reasons.~~
17. A decision of a Hearing Panel shall take effect as a decision of the Board.

POWERS OF THE CHAIR

18. The Chair may determine:
 - a. that an appeal or some part thereof is outside the jurisdiction of the Board;
 - b. that an appeal to the Board has been filed prematurely without completion of all previous steps of the appeal process, if any, and may remit the appeal for determination at the appropriate stage;
 - c. that an appeal submitted late may be accepted if requested in writing; alternatively, the Chair may refer the written request to the Board;
 - d. that a request may be granted for extension of any operative deadline.

The decision of the Chair shall be final, and shall take effect as a decision of the Board.

19. The Chair shall determine issues of the law of Ontario or of Canada that may arise with respect to an appeal. Where the interpretation of an internal statute, regulation or rule of the University is required in order to determine an appeal, that issue shall be decided by the Hearing Panel.
20. The Chair may determine all interim or interlocutory matters which may arise concerning the hearing of the appeal, and the admissibility of evidence. If the Chair considers it proper, such matter, other than admissibility of evidence, may be referred to the Hearing Panel for determination.
21. The Chair may determine that certain persons are "Entitled Persons", as defined under the rules of the Board, and may direct the Secretary to give such persons notice of the proceedings in an appeal, and give directions as to copies of

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Header

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer

documents that shall be supplied to those persons and as to the manner and degree of participation of such persons in the hearing of the appeal.

22. Prior to the establishment of a Hearing Panel to hear and determine an appeal, the powers and duties of the Chair shall be exercised by the Chair, or, if the Chair is unavailable to act, or so requests, by an Alternate Chair.

23. After the establishment of a Hearing Panel to hear and determine an appeal, the powers and duties of the Chair with respect to that appeal shall be exercised by the Panel Chair.

RULES

24. The Board may make rules for the institution and conduct of appeals to the Board. Rules and procedures existing at the time this resolution comes into effect shall remain in force until repealed or amended by the Board.

ENTRY INTO FORCE

25. The Graduate Academic Appeals Board and its Terms of Reference enter into force when enacted by the Graduate Education Council of the School of Graduate Studies. (Prior to its existence as the Graduate Academic Appeals Board, the GAAB was preceded by a committee named "The Applications and Memorials Committee.") The Board and its Terms of Reference were originally established by SGS Council at its meeting of May 22, 2001.

The GAAB and its Terms of Reference were amended by the SGS Council on:

January 29, 2002;
October 22, 2002;
May 25, 2004;
April 26, 2005.

This By-law of the Graduate Education Council was originally created on May 9, 2006 and approved by the Graduate Education Council on May 23, 2006.

This By-law (#3) was amended by the SGS Graduate Education Council on:

October 19, 2010;
April 19, 2011;

NEW DATE.

Formatted: Header, Indent: Left: -0.2 cm

Formatted Table

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted: Header

Formatted: Highlight

Formatted: Header, Indent: Left: -0.2 cm

Formatted: Header, Centered

Formatted: Header, Right, Right: -0.2 cm

Formatted Table

Formatted: Footer



MOTION
Graduate Education Council
Tuesday, October 20, 2020

Proposal to approve appointments to the **Graduate Academic Appeals Board (GAAB)** for the 2020-2021 academic year:

MOTION

THAT Graduate Education Council approve the appointment of one Alternate Chair and three student members to serve on the Graduate Academic Appeals Board for the 2020-2021 academic year as follows:

Alternate Chair:

Mariana Prado, Faculty of Law (*New - September 1, 2020 to August 31, 2025*)

Student Members:

Boaz Schuman, Medieval Studies, Division I (*January 1 to April 30, 2021*)

Konstanze von Schuetz, Law, Division II (*October 22, 2020 to April 30, 2021*)

Chaim Katz, Biomedical Engineering, Division III (*October 22, 2020 to October 21, 2021*)

About Graduate Academic Appeals Board (GAAB):

The Graduate Academic Appeals Board (GAAB) is a standing committee of Graduate Education Council (GEC). Appointment of the Chair of GAAB is approved by GEC upon the nomination of the Dean of the School of Graduate Studies. Appointment of faculty members is approved by GEC upon the recommendation of the Vice-Dean, Students. Appointment of student members is approved by GEC upon the recommendation of the student members of the Council.

GAAB Membership 2021-2022:

With GEC approval, the full membership of GAAB for 2020-2021 will be as follows:

Chair: Jim Phillips, Faculty of Law (*July 1, 2018 to June 30, 2023*)
Alternates: Ron Levi, Munk School of Global Affairs (*January 1, 2019 to December 31, 2023*)
Mariana Prado, Faculty of Law (*September 1, 2020 to August 31, 2025*)

Division I Faculty Members

Members: Greig Henderson, English (*July 1, 2020 to June 30, 2023*)
Paul Thompson, History and Philosophy of Science & Technology (*July 1, 2020 to June 30, 2023*)
Keren Rice, Linguistics (*July 1, 2020 to June 30, 2023*)

Division II Faculty Members

Members: Lynne Howarth, Information (*July 1, 2020 to June 30, 2023*)
Michele Peterson-Badali, Human Development & Applied Psychology (*July 1, 2019 to June 30, 2022*)
David Burnes, Social Work (*July 1, 2018 to June 30, 2021*)

Division III Faculty Members

Members: Chris Damaren, Aerospace Studies (*July 1, 2020 to June 30, 2023*)
Willy Wong, Electrical and Computer Engineering (*July 1, 2020 to June 30, 2021*)
TBA

Division IV Faculty Members

Members: Luc De Nil, Speech-Language Pathology (*July 1, 2020 to June 30, 2023*)
Michael J. Wiley, Surgery (*July 1, 2019 to June 30, 2022*)
Peter Donnelly, Exercise Sciences, (*January 1, 2020 to December 31, 2023*)

Graduate Student Members

Members: Boaz Schuman, Medieval Studies, Division I (*January 1 to April 30, 2021*)
Konstanze von Schuetz, Law, Division II (*October 22, 2020 to April 30, 2021*)
Chaim Katz, Biomedical Engineering, Division III (*October 22, 2020 to October 21, 2021*)

Further Governance

GEC approval is final.



MOTION

Graduate Education Council

Tuesday, October 20, 2020

Proposal to approve appointments to the **Admissions and Programs Committee (A&P)**, with the recommendation of the School of Graduate Studies Dean:

MOTION

THAT Graduate Education Council approve the following appointment of four divisional members and two graduate student members to the Admissions and Programs Committee:

- | | |
|-----------------|--|
| Division I | Professor Alison Keith
Department of Classics
<i>(renewed for a one-year term effective October 1, 2020 – September 30, 2021)</i> |
| Division II | Professor Anna Korteweg
Department of Sociology
<i>(renewed for a one-year term effective September 1, 2020 – August 31, 2021)</i> |
| Division III | Professor Julie Audet
Department of Mechanical & Industrial Engineering
<i>(renewed for a one-year term effective September 1, 2020 – August 31, 2021)</i> |
| Division IV | Professor Howard Mount
Institute of Medical Science
<i>(renewed for a one-year term effective September 1, 2020 – August 31, 2021)</i> |
| Student Members | Samantha Chang
Division I
<i>(September 1, 2020 – August 31, 2021)</i> |
| | Frank Telfer
Division IV
<i>(October 20, 2020 – October 19, 2021)</i> |

About the Admissions and Programs Committee (A&P):

The Admissions and Programs Committee is a standing committee of Graduate Education Council and is governed by a by-law. The Committee has the power to waive, or modify in individual students cases, the application of:

- a) a General Regulation of the School, where it concerns admissions standards and procedures, registration policies and procedures, enrolment policies and procedures, and policies on good academic standing and satisfactory academic progress;
- b) a Degree Regulation of the School; or
- c) a program requirement governing a graduate program.

In addition, the Committee will consider requests from graduate units on other cases requiring exemptions, including, but not limited to:

- a) non-standard admissions;
- b) leaves of absence that do not fall within the provisions of the School's leave policy;
- c) the School's deadlines for course extensions;
- d) grade revisions and grade reporting procedures;
- e) the School's time limits for the completion of program requirements; the School's time limits for the completion of degrees; and
- f) posthumous degrees.

The membership of A&P consists consist of eight members, plus an alternate student member, the secretary or secretaries to the committee (non-voting), and the Director of SGS Student Services (non-voting), as follows (members listed below having voting privileges unless otherwise noted):

- a) SGS Vice-Dean, Students, *ex officio* (Chair);
- b) SGS Vice-Dean, Programs, *ex officio*;
- c) 1 Graduate Faculty representative from each of the four divisions of SGS;
- d) 1 graduate student representative and 1 alternate student representative;
- e) Dean of the School of Graduate Studies, *ex officio*;
- f) Director of SGS Student Services, *ex officio* (non-voting);

SGS Student Service Officers will serve as secretaries to the Committee (non-voting) as required; the Director will assign "senior" secretary duties to one of the Student Service Officers for the purpose of annually establishing the committee and its schedule of meetings and any other general business.

Membership for 2020-2021:

Division I Faculty Member

Alison Keith, Classics (*October 1, 2020 – September 30, 2021*)

Division II Faculty Member

Anna Korteweg, Sociology (*September 1, 2020 – August 31, 2021*)

Division III Faculty Member

Julie Audet, Mechanical and Industrial Engineering (*September 1, 2020 – August 31, 2021*)

Division IV Faculty Member

Howard Mount, Institute of Medical Science (*September 1, 2020 – August 31, 2021*)

Student Member

Samantha Chang, Division I (*September 1, 2020 – August 31, 2021*)

Alternate Student Member

Frank Telfer, Division IV (*October 20, 2020 – October 19, 2021*)

Further Governance

GEC approval is final.

Graduate Education Council Membership 2020-2021

Ex-Officio Voting Members:

President: Meric Gertler

Vice-President and Provost: Cheryl Regehr

Vice-Dean Programs & Innovation: Gretchen Kerr

Vice-Dean, Students: Charmaine Williams

Chief Librarian: Larry Alford

Dean: Joshua Barker (Chair of Council)

UTGSU Academics Commissioner: Dhanela Sivaparan

Voting Members:

Division I - Humanities		
Faculty Members:		Term Ends June 30
Tim Harrison (Chair)	Near, and Middle Eastern Studies	2021
Mihaela Pirvulescu	French	2022
Cannon Schmitt	English	2021
Andrew Sepielli	Philosophy	2022
Yi (Evie) Gu	Arts, Culture & Media	2021
Student Members:		
Samantha Chiu-Yang Chang	Art History	2021
John Evjen	Germanic Languages & Literatures	2021
VACANT	---	

Division II – Social Sciences		
Faculty Members:		Term Ends June 30
Melissa Milkie (Chair)	Sociology	2022
Markus Dubber	Law	2021
Jacques Bertrand	Political Science	2022
Matt Ratto	Information	2022
Siobhan Stevenson	Information	2022
Student Members:		
Karishma Firdausi	Munk School of Global Affairs and Public Policy	2021
Leping Mou	Leadership, Higher and Adult Education	2021
Branden Rizzuto	Anthropology	2022

Division III – Physical Sciences		
Faculty Members:		Term Ends June 30
Craig Steeves (Chair)	Institute for Aerospace Studies	2023
Julie Audet	Institute for Biomedical Engineering	2023
Jennifer Murphy	Chemistry	2021
VACANT	---	
VACANT	---	
Student Members:		
Amy Jenne	Chemistry	2021
Amin Kamaledin	IBME	2021
Kamdin Mirsanaye	Physics	2021

Division IV – Life Sciences		
Faculty Members:		Term Ends June 30
Pascal van Lieshout (Chair)	Speech-Language Pathology	2021
Michael Atkinson	Exercise Science	2023
Nana (Hyung Ran) Lee	Biochemistry/Immunology	2023
Carol Schuurmans	Biochemistry/Laboratory Medicine & Pathobiology	2023
Leslie Buck	Cell Systems & Biology	2021
Student Members:		
Lingling Qiu	Forestry	2021
(Ella) Bing Xin Song	Pharmacology & Toxicology	2022
Frank Teller	Medical Biophysics	2021

Administrative Staff:		
		Term Ends June 30
Ed Baluyut	School of Graduate Studies	2021
Hanan Domloge	Psychological Clinical Science	2022
Adriana Rossini	Rotman School of Management	2021

Schedule of Meetings:		
October 20, 2020	November 17, 2020	
February 23, 2021	April 20, 2021	
Reserve Dates:		
December 15, 2020	January 19, 2021	May 18, 2021

Non-Voting Members:

U of T Administration:

Ted Sargent, Vice-President, Research & Innovation

Susan McCahan, Vice-Provost, Academic Programs

Heather Boon, Vice-Provost, Faculty & Academic Life

Scott Mabury, Vice-President, University Operations & Real Estate Partnerships

Faculties

Julie Audet, Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering

Jay Pratt, Interim Vice-Dean, Graduate Education & Program Reviews, Faculty of Arts & Science

David Burnes, Associate Dean, Academic, Factor Inwentash Faculty of Social Work

Stephane Cote, Director of the PhD Program, Rotman School of Management

Dionne Gesink, Associate Dean Academic Affairs & Graduate Coordinator, Dalla Lana School of Public Health

Allan Kaplan, Vice-Dean, Graduate & Life Sciences Education, Faculty of Medicine

Normand Labrie, Associate Dean, Programs, Ontario Institute for Studies in Education

Ernest Lam, Associate Dean, Graduate Education, Faculty of Dentistry

Robert Levitt, Associate Dean, Academic, John H. Daniels Faculty of Architecture, Landscape & Design

Kelly Lyons, Special Advisor on COVID, Faculty of Information

Micheline Piquette-Miller, Director, Graduate Dept of Pharmaceutical Sciences

Heather MacNeill, Associate Dean, Academic, Faculty of Information

Joanne Oxley, Acting, Vice-Dean, Faculty & Research, Rotman School of Management

Jeff Packman, Associate Dean, Graduate Education, Faculty of Music

Ashely Stirling, Vice-Dean, Academic Affairs, Faculty of Kinesiology & Physical Education

Malcolm Thorburn, Associate Dean, Graduate Program, Faculty of Law

Ann Tourangeau, Associate Dean, Academic, Lawrence S. Bloomberg Faculty of Nursing

University of Toronto Mississauga: Jeremy Packer, Associate Dean, Graduate

University of Toronto Scarborough: Mary Silcox, Vice-Dean, Graduate and Postdoctoral Studies

Massey College: Nathalie Des Rosiers (Principal)

Toronto School of Theology: Colleen Shantz

Secretariat: Dianne Heximer (Council Secretary) sgs.dean@utoronto.ca

FOR INFORMATION

Graduate Education Council

Tuesday, October 20, 2020

School of Graduate Studies
ACADEMIC INTEGRITY ANNUAL REPORT
July 1, 2019 – June 30, 2020
Summary of Divisional Academic Discipline Cases

This report provides statistics on graduate student cases administered within the School of Graduate Studies (SGS) under the University of Toronto, Code of Behaviour on Academic Matters (“the Code”). The SGS Office of the Dean is responsible for these cases.

Table 1 below shows the number of Code offence cases, by offence type, where a sanction was imposed at the level of SGS. The table provides data by academic year for cases that were concluded during that year.

Table 2 below shows the length of time, i.e., ‘timeliness’, from the date when an allegation of offence was received by SGS to the date that either a sanction was imposed at the level of SGS or the case was referred to the Office of the Provost. The table provides data by academic year for cases that were concluded at the SGS level during that year.

Table 1: Number of Offences Resolved at SGS by Type Code Section (does not include cases referred to the Provost’s Office)

	Offence Type	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
B.i.1(a)	Forgery (documents, not transcripts)	0	1	2	0	0	0	0	0	1
B.i.1(b)	Unauthorized aid	1	1	0	2	2	3	4	2	7
B.i.1(c)	Personation	0	0	0	0	3	0	0	0	0
B.i.1(d)	Plagiarism	11	20	10	15	41	30	42	27	28
B.i.1(e)	Re-submission of work	0	0	2	2	2	0	3	3	1
B.i.1(f)	Concoction	0	0	0	0	0	0	2	0	0
B.i.3(a)	Forgery (academic records)	0	0	0	0	0	2	0	0	1
B.i.3(b)	Cheating for academic advantage	0	0	0	5	1	6	0	1	1
Total		12	22	14	24	49	41	51	33	39

Table 2: Timeliness (including cases referred to the Provost’s Office) Time between receipt of allegation and case resolved at SGS or sent to the Provost.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3 months						41	51	41	39
6 months	13	26	14	23	49	0	0	0	0
9 months	0	0	6	0	0	0	0	0	0
Total	13	26	20	23	49	41	51	41	39

FOR INFORMATION
Graduate Education Council
Tuesday, October 20, 2020

This report lists appeals to the Graduate Academic Appeals Board (GAAB) that were initiated in the preceding year. The GAAB is delegated from the Graduate Education Council (GEC) and has the mandate to handle and decide upon all academic appeals by students in connection with the School of Graduate Studies (SGS). The GAAB is the highest level of appeal within the graduate school.

Graduate students may appeal substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in their program; or concerning any other decision with respect to the application of academic regulations and requirements to a student. Decisions related to admission to an academic program are not subject to appeal.

Please refer to the GAAB By-Laws and the appeals policy in the General Regulations in the SGS Calendar for further information.

FORMAL APPEALS
(Cases initiated during July 1, 2019 – June 30, 2020)

Case: Graduate Unit/Degree	Basis of Appeal	Outcome
Master's Students (Total: 5)		
Rotman School of Management (EMBA)	Termination	Settlement reached. Appeal withdrawn.
Department of Classics (MA)	Failure of language exam	Appeal allowed.
Department of Mechanical and Industrial Engineering (MEng)	Grade	Appeal allowed.
Department of Philosophy (MA)	Grade	Appeal denied.
Department of Physical Therapy (MSc)	Deferral of test and waive fees	Appeal abandoned.
Doctoral Students (Total: 5)		
Institute of Biomedical Engineering (PhD)	Late withdrawal	Appeal denied.
Department of Forestry (PhD)	Termination	Appeal denied.
Department of Geography and Planning (PhD)	Reinstatement to the program	Appeal denied.
Department of Leadership, Higher and Adult Education (PhD)	GDAAC decision not to hear grade appeal	Appeal abandoned.
Faculty of Dentistry (PhD)	Termination	Ongoing.

Graduate Centre for Academic Communication

School of Graduate Studies

University of Toronto

Year-End Report: 2019 – 2020

GCAC: Year-End Report 2019 - 2020

Table of Contents

Executive Summary.....	Page 2
Table 1: Student participation in GCAC by division.....	Page 3
Table 2: Top 20 users of courses, workshops and the writing centre.....	Page 5
Table 3: Percentage of course registration by department.....	Page 8
Table 4: Percentage of in-person workshop attendance by department/group.....	Page 10
Table 5: Percentage of live online workshop registration by department/group.....	Page 12
Table 6: Percentage of pre-recorded online workshop registration by department/group.....	Page 14
Table 7: Percentage of writing centre appointments by department.....	Page 16
Table 8: Division 1 - Course Registration.....	Page 18
Table 8A: Course Registration - Division 1 (by Department).....	Page 19
Table 9: Division 2 - Course Registration.....	Page 23
Table 9A: Course Registration - Division 2 (by Department).....	Page 24
Table 10: Division 3 - Course Registration.....	Page 30
Table 10A: Course Registration - Division 3 (by Department).....	Page 31
Table 11: Division 4 - Course Registration.....	Page 36
Table 11A: Course Registration - Division 4 (by Department).....	Page 37
Workshops/Guest Lectures by GCAC Faculty.....	Page 45

**Graduate Centre for Academic Communication (GCAC)
School of Graduate Studies
2019-20 Year-End Report: Executive Summary**

In the 2019-20 academic year, the School of Graduate Studies' Graduate Centre for Academic Communication, (GCAC), offered 83 non-credit course modules, 50 in-person workshops, 8 online workshops, 4 boot camps, 30 talks/workshops imbedded within graduate courses, and 799 Writing Centre consultations. **A total of 6799 graduate students from 84 different graduate programs participated in our programs.** In response to COVID restrictions, GCAC completed March courses online and offered 4 live online workshops and 4 pre-recorded workshops in April.

During this academic year, 2,130 graduate students enrolled in our courses, 1,638 participated in in-person workshops, 655 registered for live online workshops and 539 registered for pre-recorded online workshops. Figure 1 below shows course demographics by content. Figure 2 shows course demographics by language status.

Figure 1

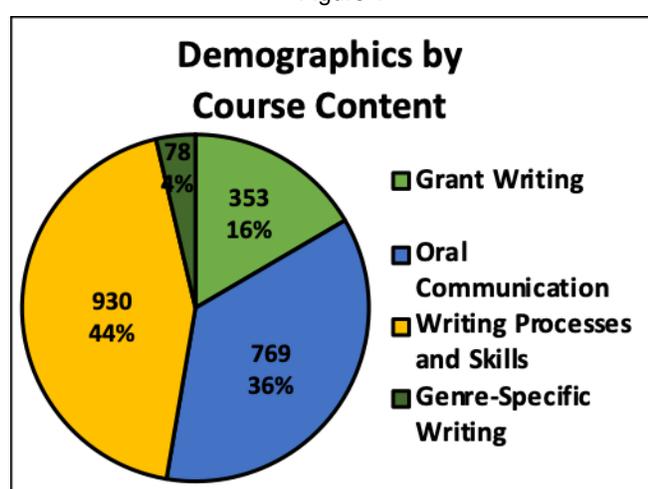
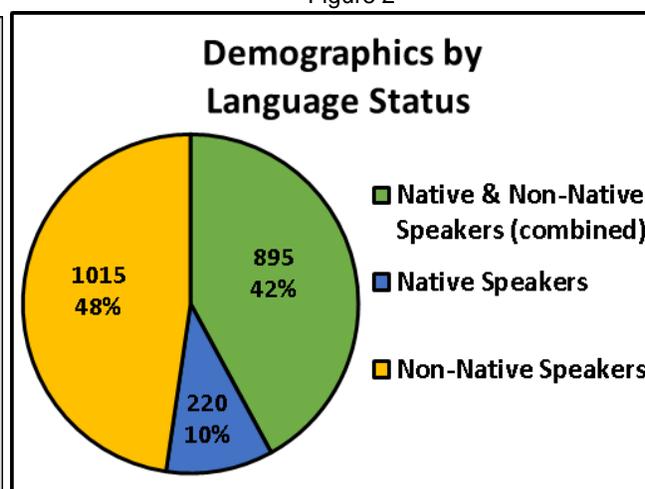


Figure 2



The disciplinary diversity in the demand for GCAC's programs is revealed in the lists below of the top ten users, by department, for our courses, workshops, and Writing Centre appointments:

Top Ten Users by Department:

Courses	In-Person Workshops	Live Online Workshops	Pre-recorded Online Workshops	Writing Centre
1) CTL	Other*	LHAE	LHAE	Information
2) LHAE	Medical Science	Other*	APHD	Anthropology
3) ECE	CTL	APHD	CTL	IHPME
4) Public Health	ECE	CTL	Other*	ECE
5) MIE	LHAE	CivMin Engineering	Medical Science	TST
6) Management	IBBME	Medical Science	Anthropology	East Asian Studies
7) APHD	CivMin Engineering	Chemistry	Social Justice Education	CivMin Engineering
8) Medical Science	Nutritional Sciences	Public Health	Lab Med and Pathobiology	Forestry
9) CivMin Engineering	IHPME	Lab Med and Pathobiology	Geography and Planning	Medical Science
10) IHPME	Geography and Planning	Anthropology	Public Health	Management

*Numbers reported in the 'Other' category reflect participants who are not students (postdoctoral fellows, visiting scholars etc) or those who did not provide departmental information.

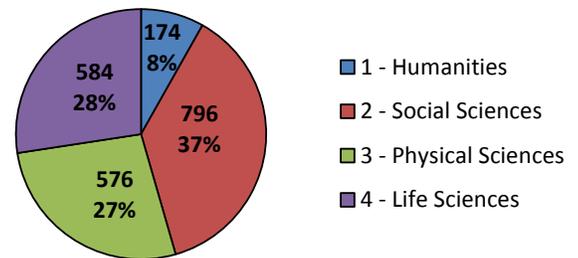
Dr. Jane Freeman, Director
Graduate Centre for Academic Communication
Phone: 416-946-7314 E-mail: jane.freeman@utoronto.ca

Table 1: Student participation in GCAC by division

Courses:	2130
(including 94 in Writing Intensive Courses)	
Single-Session In-Person Workshops (Number who attended):	1638
Single-Session Live Online Workshops (Number who registered):	655
Single-Session Pre-recorded Online Workshops (Number who registered):	539
One-on-One Writing Consultations:	799
Boot Camps:	78
Total GCAC Participants in the 2019-20 Academic Year:	5839
UofT Students taught by GCAC faculty outside of GCAC:	910
UofT Students taught in GCAC courses offered through IMS	50
Total student contact by GCAC in the 2019-20 Academic Year:	6799

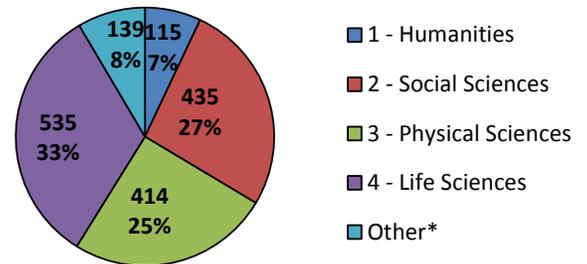
Courses

Division	Students enrolled by division	% of course enrolment by division
1 - Humanities	174	8.17%
2 - Social Sciences	796	37.37%
3 - Physical Sciences	576	27.04%
4 - Life Sciences	584	27.42%



In-Person Workshops Attendance

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	115	7.02%
2 - Social Sciences	435	26.56%
3 - Physical Sciences	414	25.27%
4 - Life Sciences	535	32.66%
Other*	139	8.49%



Online Live Workshops Registration

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	45	6.87%
2 - Social Sciences	247	37.71%
3 - Physical Sciences	129	19.69%
4 - Life Sciences	184	28.09%
Other*	50	7.63%

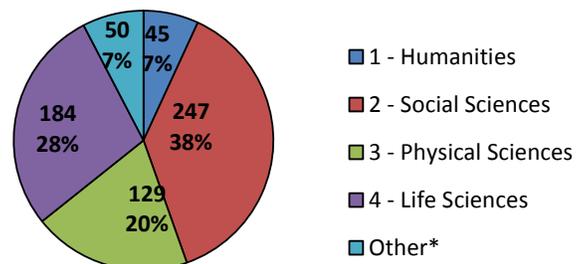
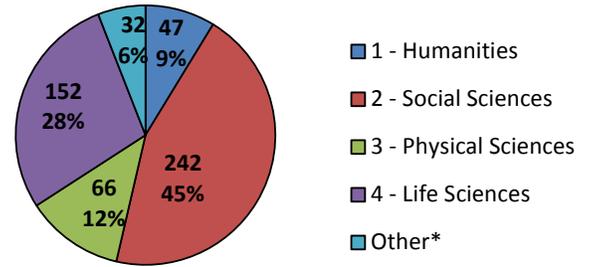


Table 1: Student participation in GCAC by division

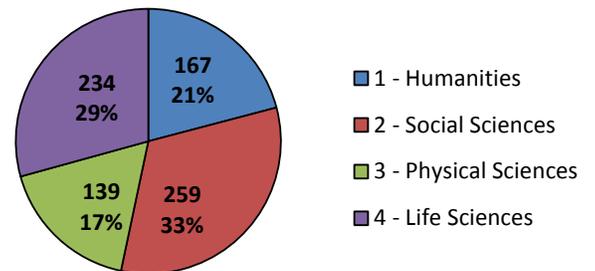
Online Pre-recorded Workshops Registration

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	47	8.72%
2 - Social Sciences	242	44.90%
3 - Physical Sciences	66	12.24%
4 - Life Sciences	152	28.20%
Other*	32	5.94%



One-on-One Writing Consultations

Division	Students who booked an appt by division	% of one-on-one consultations by division
1 - Humanities	167	20.90%
2 - Social Sciences	259	32.42%
3 - Physical Sciences	139	17.40%
4 - Life Sciences	234	29.29%



*Numbers reported in the 'Other' category reflect participants who are not students (postdoctoral fellows, visiting scholars etc) or those who did not provide departmental information.

Table 2: Top 20 users of courses, workshops and the writing centre

Courses: Highest users by department	Students registered	% of total students registered
Curriculum, Teaching and Learning	143	6.71%
Leadership, Higher and Adult Education	134	6.29%
Electrical and Computer Engineering	131	6.15%
Public Health Sciences	110	5.16%
Mechanical and Industrial Engineering	106	4.98%
Management	104	4.88%
Applied Psychology and Human Development	79	3.71%
Medical Science	77	3.62%
Civil and Mineral Engineering	71	3.33%
Health Policy, Management and Evaluation	65	3.05%
Biomaterials and Biomedical Engineering	64	3.00%
Law	62	2.91%
Information	57	2.68%
Chemical Engineering & Applied Chemistry	45	2.11%
Geography and Planning	39	1.83%
Materials Science and Engineering	39	1.83%
Molecular Genetics	38	1.78%
Laboratory Medicine and Pathobiology	36	1.69%
Music	30	1.41%
Anthropology	29	1.36%

In-Person Workshops: Highest users by department/ group	Number of attendees	% of total attendees
Other/Unknown	118	7.20%
Medical Science	96	5.86%
Curriculum, Teaching and Learning	78	4.76%
Electrical and Computer Engineering	73	4.46%
Leadership, Higher and Adult Education	68	4.15%
Biomaterials and Biomedical Engineering	60	3.66%
Civil Engineering	60	3.66%
Nutritional Sciences	48	2.93%
Health Policy, Management and Evaluation	45	2.75%
Geography and Planning	41	2.50%
Information	39	2.38%
Public Health Sciences	39	2.38%
Mechanical and Industrial Engineering	38	2.32%
Chemistry	36	2.20%
Molecular Genetics	35	2.14%
Laboratory Medicine and Pathobiology	33	2.01%
Management	31	1.89%
Aerospace Science and Engineering	27	1.65%
Social Work	27	1.65%
Computer Science	26	1.59%

Table 2: Top 20 users of courses, workshops and the writing centre

Live Online Workshops: Highest users by department/ group	Number of registrants	% of total registrants
Leadership, Higher and Adult Education	68	10.38%
Other/Unknown	47	7.18%
Applied Psychology and Human Development	38	5.80%
Curriculum, Teaching and Learning	38	5.80%
Civil Engineering	32	4.89%
Medical Science	29	4.43%
Chemistry	23	3.51%
Public Health Sciences	19	2.90%
Laboratory Medicine and Pathobiology	16	2.44%
Anthropology	15	2.29%
Mechanical and Industrial Engineering	15	2.29%
Geography and Planning	14	2.14%
Information	14	2.14%
Health Policy, Management and Evaluation	13	1.98%
Nursing Science	13	1.98%
Physical and Environmental Sciences	13	1.98%
Social Justice Education	13	1.98%
Cell and Systems Biology	12	1.83%
Biomaterials and Biomedical Engineering	11	1.68%
Computer Science	11	1.68%
Prerecorded Online Workshops: Highest users by department/ group	Number of registrants	% of total registrants
Leadership, Higher and Adult Education	59	10.95%
Applied Psychology and Human Development	37	6.86%
Curriculum, Teaching and Learning	37	6.86%
Other/Unknown	27	5.01%
Medical Science	22	4.08%
Anthropology	19	3.53%
Social Justice Education	19	3.53%
Laboratory Medicine and Pathobiology	16	2.97%
Geography and Planning	14	2.60%
Public Health Sciences	14	2.60%
Health Policy, Management and Evaluation	13	2.41%
Music	13	2.41%
Rehabilitation Science	13	2.41%
Chemistry	11	2.04%
Civil Engineering	11	2.04%
Management	11	2.04%
Information	10	1.86%
Law	10	1.86%
Political Science	10	1.86%
Toronto School of Theology - Advanced Degree Students	10	1.86%

Table 2: Top 20 users of courses, workshops and the writing centre

Writing Centre: Highest users by department	Student appointments	% of total appointments
Information	84	10.51%
Anthropology	41	5.13%
Health Policy, Management and Evaluation	41	5.13%
Electrical and Computer Engineering	40	5.01%
Toronto School of Theology - Advanced Degree Students	35	4.38%
East Asian Studies	34	4.26%
Civil Engineering	31	3.88%
Medical Science	30	3.75%
Forestry	30	3.75%
Management	28	3.50%
Public Health Sciences	26	3.25%
Music	24	3.00%
Comparative Literature	21	2.63%
Occupational Science and Occupational Therapy	18	2.25%
Mechanical and Industrial Engineering	18	2.25%
Geography and Planning	18	2.25%
Sociology	17	2.13%
Laboratory Medicine and Pathobiology	15	1.88%
Medical Biophysics	14	1.75%
Computer Science	13	1.63%

Table 3: Percentage of course registration by department**A total of 2130 students from 83 departments registered for our courses.**

Department	Students registered	% of total students registered
Aerospace Science & Engineering	14	0.66%
Anthropology	29	1.36%
Applied Psychology and Human Development	79	3.71%
Architecture, Landscape, and Design	27	1.27%
Art	6	0.28%
Astronomy and Astrophysics	4	0.19%
Biochemistry	14	0.66%
Biomaterials and Biomedical Engineering	64	3.00%
Cell and Systems Biology	14	0.66%
Chemical Engineering & Applied Chemistry	45	2.11%
Chemistry	21	0.99%
Cinema Studies	4	0.19%
Civil and Mineral Engineering	71	3.33%
Comparative Literature	2	0.09%
Computer Science	29	1.36%
Criminology and Sociolegal Studies	5	0.23%
Curriculum, Teaching and Learning	143	6.71%
Dentistry	12	0.56%
Drama, Theatre and Performance Studies	2	0.09%
Earth Sciences	15	0.70%
East Asian Studies	10	0.47%
Ecology and Evolutionary Biology	11	0.52%
Economics	12	0.56%
Electrical and Computer Engineering	131	6.15%
English	13	0.61%
European, Russian, and Eurasian Studies	7	0.33%
Exercise Sciences	15	0.70%
Forestry	16	0.75%
Geography and Planning	39	1.83%
Germanic Languages and Literatures	2	0.09%
Global Affairs	6	0.28%
Health Policy, Management and Evaluation	65	3.05%
History	5	0.23%
History and Philosophy of Science and Technology	2	0.09%
Immunology	8	0.38%
Industrial Relations and Human Resources	12	0.56%
Information	57	2.68%
Italian Studies	6	0.28%
Laboratory Medicine and Pathobiology	36	1.69%
Law	62	2.91%
Leadership, Higher and Adult Education	134	6.29%
Linguistics	2	0.09%

Table 3: Percentage of course registration by department**A total of 2130 students from 83 departments registered for our courses.**

Department	Students registered	% of total students registered
Management	104	4.88%
Management and Innovation	12	0.56%
Management and Innovation (Biotechnology)	6	0.28%
Management and Innovation (Innovation)	1	0.05%
Management and Innovation (Sustainability Management)	3	0.14%
Materials Science and Engineering	39	1.83%
Mathematical Finance	1	0.05%
Mathematics	7	0.33%
Mechanical and Industrial Engineering	106	4.98%
Medical Biophysics	19	0.89%
Medical Science	77	3.62%
Medieval Studies	2	0.09%
Molecular Genetics	38	1.78%
Museum Studies	10	0.47%
Music	30	1.41%
Near and Middle Eastern Civilizations	14	0.66%
Nursing Science	28	1.31%
Nutritional Sciences	27	1.27%
Occupational Science and Occupational Therapy	5	0.23%
Pharmaceutical Sciences	17	0.80%
Pharmacology and Toxicology	8	0.38%
Philosophy	4	0.19%
Physical and Environmental Sciences	15	0.70%
Physical Therapy	2	0.09%
Physics	9	0.42%
Physiology	10	0.47%
Political Science	22	1.03%
Psychology	12	0.56%
Public Health Sciences	110	5.16%
Public Policy and Governance	4	0.19%
Rehabilitation Sciences	23	1.08%
Religion	18	0.85%
Slavic Languages and Literatures	2	0.09%
Social Justice Education	24	1.13%
Social Work	10	0.47%
Sociology	11	0.52%
Spanish	5	0.23%
Speech Language Pathology	7	0.33%
Statistical Sciences	5	0.23%
Toronto School of Theology - Advanced Degree Students	27	1.27%
Women and Gender Studies	5	0.23%

Table 4: Percentage of in-person workshop attendance by department/group

A total of 1638 people attended GCAC in-person workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of attendees	% of total attendees
Aerospace Science and Engineering	27	1.65%
Anthropology	13	0.79%
Applied Psychology and Human Development	24	1.47%
Architecture, Landscape, and Design	2	0.12%
Art, Department of	4	0.24%
Astronomy and Astrophysics	4	0.24%
Biochemistry	14	0.85%
Biomaterials and Biomedical Engineering	60	3.66%
Cell and Systems Biology	25	1.53%
Chemical Engineering and Applied Chemistry	20	1.22%
Chemistry	36	2.20%
Cinema Studies	1	0.06%
Civil Engineering	60	3.66%
Classics	7	0.43%
Comparative Literature	10	0.61%
Computer Science	26	1.59%
Criminology	3	0.18%
Curriculum, Teaching and Learning	78	4.76%
Dentistry	12	0.73%
Drama	10	0.61%
Earth Sciences	14	0.85%
Ecology and Evolutionary Biology	24	1.47%
Economics	21	1.28%
Electrical and Computer Engineering	73	4.46%
English	3	0.18%
European, Russian, and Eurasian Studies	1	0.06%
Exercise Sciences	13	0.79%
Forestry	9	0.55%
Geography and Planning	41	2.50%
Germanic Languages and Literatures	2	0.12%
Global Affairs	6	0.37%
Health Policy, Management and Evaluation	45	2.75%
History	6	0.37%
History and Philosophy of Science and Technology	3	0.18%
Immunology	12	0.73%
Industrial Relations and Human Resources	3	0.18%
Information	39	2.38%
Italian Studies	4	0.24%
Laboratory Medicine and Pathobiology	33	2.01%
Law	25	1.53%
Leadership, Higher and Adult Education	68	4.15%
Management	31	1.89%

Table 4: Percentage of in-person workshop attendance by department/group

A total of 1638 people attended GCAC in-person workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of attendees	% of total attendees
Management and Innovation	2	0.12%
Materials Science and Engineering	26	1.59%
Mathematics	2	0.12%
Mechanical and Industrial Engineering	38	2.32%
Medical Biophysics	21	1.28%
Medical Science	96	5.86%
Molecular Genetics	35	2.14%
Museum Studies	1	0.06%
Music	14	0.85%
Near and Middle Eastern Civilizations	8	0.49%
Nursing Science	25	1.53%
Nutritional Sciences	48	2.93%
Occupational Science and Occupational Therapy	5	0.31%
Other/Unknown	118	7.20%
Pharmaceutical Sciences	11	0.67%
Pharmacology and Toxicology	7	0.43%
Philosophy	3	0.18%
Physical and Environmental Sciences	16	0.98%
Physics	10	0.61%
Physiology	17	1.04%
Political Science	19	1.16%
Post Doc/IVGS	21	1.28%
Psychology	19	1.16%
Public Health Sciences	39	2.38%
Public Policy and Governance	1	0.06%
Rehabilitation Science	25	1.53%
Religion	10	0.61%
Social Justice Education	15	0.92%
Social Work	27	1.65%
Sociology	16	0.98%
Statistics	2	0.12%
Toronto School of Theology - Advanced Degree Students	23	1.40%
Women and Gender Studies	6	0.37%

Table 5: Percentage of live online workshop registration by department/group

A total of 655 people registered for GCAC live online workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of registrants	% of total registrants
Aerospace Science and Engineering	2	0.31%
Anthropology	15	2.29%
Applied Psychology and Human Development	38	5.80%
Architecture, Landscape, and Design	1	0.15%
Art, Department of	1	0.15%
Astronomy and Astrophysics	0	0.00%
Biochemistry	6	0.92%
Biomaterials and Biomedical Engineering	11	1.68%
Biotechnology	0	0.00%
Cell and Systems Biology	12	1.83%
Chemical Engineering and Applied Chemistry	3	0.46%
Chemistry	23	3.51%
Cinema Studies	0	0.00%
Civil Engineering	32	4.89%
Classics	0	0.00%
Comparative Literature	1	0.15%
Computer Science	11	1.68%
Criminology	0	0.00%
Curriculum, Teaching and Learning	38	5.80%
Dentistry	2	0.31%
Drama	0	0.00%
Earth Sciences	4	0.61%
East Asian Studies	1	0.15%
Ecology and Evolutionary Biology	6	0.92%
Economics	0	0.00%
Electrical and Computer Engineering	7	1.07%
English	5	0.76%
European, Russian, and Eurasian Studies	0	0.00%
Exercise Sciences	4	0.61%
Forestry	1	0.15%
French Language and Literature	0	0.00%
Geography and Planning	14	2.14%
Germanic Languages and Literatures	0	0.00%
Global Affairs	4	0.61%
Health Policy, Management and Evaluation	13	1.98%
History	3	0.46%
History and Philosophy of Science and Technology	0	0.00%
Immunology	1	0.15%
Industrial Relations and Human Resources	2	0.31%
Information	14	2.14%
Italian Studies	0	0.00%
Laboratory Medicine and Pathobiology	16	2.44%
Law	9	1.37%

Table 5: Percentage of live online workshop registration by department/group

A total of 655 people registered for GCAC live online workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of registrants	% of total registrants
Leadership, Higher and Adult Education	68	10.38%
Linguistics	0	0.00%
Management	11	1.68%
Management and Innovation	1	0.15%
Materials Science and Engineering	5	0.76%
Mathematical Finance	0	0.00%
Mathematics	1	0.15%
Mechanical and Industrial Engineering	15	2.29%
Medical Biophysics	8	1.22%
Medical Imaging	0	0.00%
Medical Science	29	4.43%
Medieval Studies	3	0.46%
Molecular Genetics	2	0.31%
Museum Studies	1	0.15%
Music	8	1.22%
Near and Middle Eastern Civilizations	3	0.46%
Nursing Science	13	1.98%
Nutritional Sciences	7	1.07%
Occupational Science and Occupational Therapy	2	0.31%
Other/Unknown	47	7.18%
Pharmaceutical Sciences	7	1.07%
Pharmacology and Toxicology	7	1.07%
Philosophy	0	0.00%
Physical and Environmental Sciences	13	1.98%
Physical Therapy	0	0.00%
Physics	2	0.31%
Physiology	10	1.53%
Political Science	6	0.92%
Post Doc/IVGS	3	0.46%
Psychology	3	0.46%
Public Health Sciences	19	2.90%
Public Policy and Governance	0	0.00%
Rehabilitation Science	10	1.53%
Religion	7	1.07%
Slavic Languages and Literatures	0	0.00%
Social Justice Education	13	1.98%
Social Work	5	0.76%
Sociology	9	1.37%
Spanish	1	0.15%
Speech-Language Pathology	5	0.76%
Statistics	0	0.00%
Toronto School of Theology - Advanced Degree Students	9	1.37%
Women and Gender Studies	2	0.31%

Table 6: Percentage of pre-recorded online workshop registration by department/group

A total of 539 people registered for GCAC pre-recorded online workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of registrants	% of total registrants
Aerospace Science and Engineering	0	0.00%
Anthropology	19	3.53%
Applied Psychology and Human Development	37	6.86%
Architecture, Landscape, and Design	1	0.19%
Art, Department of	0	0.00%
Astronomy and Astrophysics	0	0.00%
Biochemistry	7	1.30%
Biomaterials and Biomedical Engineering	5	0.93%
Biotechnology	0	0.00%
Cell and Systems Biology	7	1.30%
Chemical Engineering and Applied Chemistry	2	0.37%
Chemistry	11	2.04%
Cinema Studies	0	0.00%
Civil Engineering	11	2.04%
Classics	0	0.00%
Comparative Literature	3	0.56%
Computer Science	6	1.11%
Criminology	0	0.00%
Curriculum, Teaching and Learning	37	6.86%
Dentistry	4	0.74%
Drama	0	0.00%
Earth Sciences	5	0.93%
East Asian Studies	2	0.37%
Ecology and Evolutionary Biology	5	0.93%
Economics	0	0.00%
Electrical and Computer Engineering	4	0.74%
English	2	0.37%
European, Russian, and Eurasian Studies	1	0.19%
Exercise Sciences	5	0.93%
Forestry	0	0.00%
French Language and Literature	0	0.00%
Geography and Planning	14	2.60%
Germanic Languages and Literatures	0	0.00%
Global Affairs	1	0.19%
Health Policy, Management and Evaluation	13	2.41%
History	1	0.19%
History and Philosophy of Science and Technology	0	0.00%
Immunology	2	0.37%
Industrial Relations and Human Resources	0	0.00%
Information	10	1.86%
Italian Studies	1	0.19%
Laboratory Medicine and Pathobiology	16	2.97%
Law	10	1.86%

Table 6: Percentage of pre-recorded online workshop registration by department/group

A total of 539 people registered for GCAC pre-recorded online workshops. Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.).

Department	Number of registrants	% of total registrants
Leadership, Higher and Adult Education	59	10.95%
Linguistics	0	0.00%
Management	11	2.04%
Management and Innovation	1	0.19%
Materials Science and Engineering	4	0.74%
Mathematical Finance	0	0.00%
Mathematics	0	0.00%
Mechanical and Industrial Engineering	9	1.67%
Medical Biophysics	8	1.48%
Medical Imaging	0	0.00%
Medical Science	22	4.08%
Medieval Studies	1	0.19%
Molecular Genetics	0	0.00%
Museum Studies	0	0.00%
Music	13	2.41%
Near and Middle Eastern Civilizations	3	0.56%
Nursing Science	6	1.11%
Nutritional Sciences	7	1.30%
Occupational Science and Occupational Therapy	2	0.37%
Pharmaceutical Sciences	5	0.93%
Pharmacology and Toxicology	0	0.00%
Philosophy	1	0.19%
Physical and Environmental Sciences	7	1.30%
Physical Therapy	0	0.00%
Physics	2	0.37%
Physiology	4	0.74%
Political Science	10	1.86%
Post Doc/IVGS	5	0.93%
Psychology	6	1.11%
Public Health Sciences	14	2.60%
Public Policy and Governance	0	0.00%
Rehabilitation Science	13	2.41%
Religion	6	1.11%
Slavic Languages and Literatures	0	0.00%
Social Justice Education	19	3.53%
Social Work	9	1.67%
Sociology	4	0.74%
Spanish	1	0.19%
Speech-Language Pathology	5	0.93%
Statistics	0	0.00%
Toronto School of Theology - Advanced Degree Students	10	1.86%
Women and Gender Studies	3	0.56%
Other/Unknown	27	5.01%

Table 7: Percentage of writing centre appointments by department**A total of 799 students signed up for one-on-one consultations.**

Department	Students appointments	% of total appointments
Aerospace Science and Engineering	4	0.50%
Anthropology	41	5.13%
Architecture, Landscape, and Design	1	0.13%
Art	0	0.00%
Astronomy and Astrophysics	1	0.13%
Biochemistry	1	0.13%
Biomedical Engineering	5	0.63%
Cell and Systems Biology	2	0.25%
Chemical Engineering and Applied Chemistry	12	1.50%
Chemistry	4	0.50%
Cinema Studies	1	0.13%
Civil Engineering	31	3.88%
Classics	0	0.00%
Comparative Literature	21	2.63%
Computer Science	13	1.63%
Criminology	11	1.38%
Dentistry	2	0.25%
Drama	3	0.38%
Earth Sciences	2	0.25%
East Asian Studies	34	4.26%
Ecology and Evolutionary Biology	0	0.00%
Economics	11	1.38%
Electrical and Computer Engineering	40	5.01%
English	3	0.38%
European, Russian, and Eurasian Studies	6	0.75%
Exercise Sciences	0	0.00%
Forestry	30	3.75%
French Language and Literature	0	0.00%
Geography and Planning	18	2.25%
Germanic Languages and Literatures	2	0.25%
Global Affairs	2	0.25%
Health Policy, Management and Evaluation	41	5.13%
History	2	0.25%
History and Philosophy of Science and Technology	8	1.00%
Immunology	2	0.25%
Industrial Relations and Human Resources	2	0.25%
Information	84	10.51%
Italian Studies	2	0.25%
Laboratory Medicine and Pathobiology	15	1.88%
Law	13	1.63%
Linguistics	2	0.25%
Management	28	3.50%

Table 7: Percentage of writing centre appointments by department**A total of 799 students signed up for one-on-one consultations.**

Department	Students appointments	% of total appointments
Management and Innovation	0	0.00%
Materials Science and Engineering	5	0.63%
Mathematical Finance	0	0.00%
Mathematics	3	0.38%
Mechanical and Industrial Engineering	18	2.25%
Medical Biophysics	14	1.75%
Medical Imaging	0	0.00%
Medical Science	30	3.75%
Medieval Studies	0	0.00%
Molecular Genetics	6	0.75%
Museum Studies	3	0.38%
Music	24	3.00%
Near and Middle Eastern Civilizations	12	1.50%
Nursing Science	0	0.00%
Nutritional Sciences	13	1.63%
Occupational Science and Occupational Therapy	18	2.25%
Other/Unknown	0	0.00%
Pharmaceutical Sciences	0	0.00%
Pharmacology and Toxicology	4	0.50%
Philosophy	2	0.25%
Physical and Environmental Sciences	0	0.00%
Physical Therapy	0	0.00%
Physics	0	0.00%
Physiology	11	1.38%
Political Science	11	1.38%
Psychology	6	0.75%
Public Health Sciences	26	3.25%
Public Policy and Governance	9	1.13%
Rehabilitation Science	12	1.50%
Religion	3	0.38%
Slavic Languages and Literatures	4	0.50%
Social Justice Education	1	0.13%
Social Work	0	0.00%
Sociology	17	2.13%
Spanish	2	0.25%
Speech-Language Pathology	1	0.13%
Statistics	1	0.13%
Toronto School of Theology - Advanced Degree Students	35	4.38%
Undergraduate	4	0.50%
Women and Gender Studies	4	0.50%

Table 8: Division 1 - Course Registration

Division 1 : Humanities

The following is a report of student participation, by division and by department, in the courses offered by GCAC. The report covers the May 2019 - April 2020 academic year. In the Summer 2019 term (May-June) a total of 373 **students registered** for our courses. In the Fall 2019 term (September-December) a total of 1236 **students registered**. In the Winter 2020 term (January-April) a total of 521 **students registered**.

Please note : These numbers reflect only course participation and not participation in workshops, consultations, or boot camps.

Division 1 : Humanities

Students from DIV 1 occupied 8.17 % of the spaces enrolled by graduate students over the three terms.

Course Title	Spaces occupied by DIV 1 students	Total 2019-20 course enrolment	% of course enrolment occupied by DIV 1 students
Academic Conversation Skills	7	181	4%
Academic Conversation Skills Intensive Course	1	80	1%
Academic Writing 1: Focus on Essentials	18	306	6%
Academic Writing 2: Focus on Grammar	9	162	6%
Academic Writing 3: Focus on Style	8	81	10%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	13	89	15%
Oral Presentation Skills (Native Speakers of English)	12	118	10%
Oral Presentation Skills (Non-Native Speakers of English)	7	154	5%
Oral Presentation Skills (Professional Masters Students)	6	171	4%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	48	2%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	21	76	28%
Thesis Writing in the Humanities and Social Sciences	6	31	19%
Understanding the Research Article: Reading Towards Writing (non-experimental research)	3	12	25%
Writing SSHRC Proposals	30	100	30%
Writing SSHRC Proposals - Writing Intensive	32	94	34%

Humanities Summary

Spaces occupied by Division 1 students	174
Total 2019-20 course enrolment	2130
% of course enrolment occupied by Division 1 students	8.17%

Table 8A: Course Registration by Department
Division 1 : Humanities

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Architecture, Landscape, and Design	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Writing SSHRC Proposals	2	100	2.00%
Art	Thesis Writing in the Humanities and Social Sciences	2	31	6.45%
	Writing SSHRC Proposals	2	100	2.00%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
Cinema Studies	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Writing SSHRC Proposals	1	100	1.00%
Comparative Literature	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%
Drama, Theatre and Performance Studies	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
East Asian Studies	Academic Writing 1: Focus on Essentials	4	306	1.31%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Writing SSHRC Proposals	1	100	1.00%
English	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native Speakers of English)	3	118	2.54%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Writing SSHRC Proposals	1	100	1.00%
	Writing SSHRC Proposals - Writing Intensive	6	94	6.38%
Germanic Languages and Literatures	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Writing SSHRC Proposals	1	100	1.00%

Table 8A: Course Registration by Department
Division 1 : Humanities

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
History	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Writing SSHRC Proposals	1	100	1.00%
History and Philosophy of Science and Technology	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
Italian Studies	Academic Conversation Skills	1	181	0.55%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Writing SSHRC Proposals	1	100	1.00%
Linguistics	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Writing SSHRC Proposals	1	100	1.00%
Medieval Studies	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%
Museum Studies	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%

Table 8A: Course Registration by Department
Division 1 : Humanities

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Music	Academic Writing 1: Focus on Essentials	4	306	1.31%
	Academic Writing 3: Focus on Style	4	81	4.94%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	47	2.13%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	4	76	5.26%
	Writing SSHRC Proposals	8	100	8.00%
	Writing SSHRC Proposals - Writing Intensive	4	94	4.26%
	Near and Middle Eastern Civilizations	Academic Conversation Skills	1	181
Academic Writing 1: Focus on Essentials		1	306	0.33%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		1	89	1.12%
Oral Presentation Skills (Native Speakers of English)		1	118	0.85%
Oral Presentation Skills (Professional Masters Students)		1	171	0.58%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)		2	76	2.63%
Understanding the Research Article: Reading Towards Writing (non-experimental research)		1	12	8.33%
Writing SSHRC Proposals		3	100	3.00%
Philosophy	Writing SSHRC Proposals - Writing Intensive	3	94	3.19%
	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	2	76	2.63%
Religion	Academic Conversation Skills	1	181	0.55%
	Academic Conversation Skills Intensive Course	1	80	1.25%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	4	76	5.26%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Understanding the Research Article: Reading Towards Writing (non-experimental research)	2	12	16.67%
	Writing SSHRC Proposals	4	100	4.00%
	Writing SSHRC Proposals - Writing Intensive	4	94	4.26%

Table 8A: Course Registration by Department
Division 1 : Humanities

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Slavic Languages and Literatures	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
Spanish	Writing SSHRC Proposals	1	100	1.00%
	Writing SSHRC Proposals - Writing Intensive	4	94	4.26%
Toronto School of Theology - Advanced Degree Students	Academic Conversation Skills	3	181	1.66%
	Academic Writing 1: Focus on Essentials	4	306	1.31%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Oral Presentation Skills (Non-Native Speakers of English)	2	154	1.30%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	2	76	2.63%
	Writing SSHRC Proposals	4	100	4.00%
	Writing SSHRC Proposals - Writing Intensive	4	94	4.26%
Women and Gender Studies	Academic Conversation Skills	1	181	0.55%
	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%

Table 9: Division 2 - Course Registration

Division 2 : Social Sciences

The following is a report of student participation, by division and by department, in the courses offered by GCAC. The report covers the May 2019 - April 2020 academic year. In the Summer 2019 term (May-June) a total of 373 **students registered** for our courses. In the Fall 2019 term (September-December) a total of 1236 **students registered**. In the Winter 2020 term (January-April) a total of 521 **students registered**.

Please note : These numbers reflect only course participation and not participation in workshops, consultations, or boot camps.

Division 2 : Social Sciences

Students from DIV 2 occupied 37.37 % of the spaces enrolled by graduate students over the three terms.

Course Title	Spaces occupied by DIV 2 students	Total 2019-20 course enrolment	% of course enrolment occupied by DIV 2 students
Academic Conversation Skills	71	181	39%
Academic Conversation Skills Intensive Course	42	80	53%
Academic Writing 1: Focus on Essentials	138	306	45%
Academic Writing 2: Focus on Grammar	59	162	36%
Academic Writing 3: Focus on Style	30	81	37%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	51	89	57%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3%
Introduction to Science Journalism	4	43	9%
Oral Presentation Skills (Native and Non-Native Speakers of English)	7	17	41%
Oral Presentation Skills (Native Speakers of English)	32	118	27%
Oral Presentation Skills (Non-Native Speakers of English)	61	154	40%
Oral Presentation Skills (Professional Masters Students)	79	171	46%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	24	48	50%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	48	76	63%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	3	59	5%
Thesis Writing in the Humanities and Social Sciences	20	31	65%
Thesis Writing in the Physical and Life Sciences	3	62	5%
Understanding the Research Article: Reading Towards Writing (experimental research)	4	23	17%
Understanding the Research Article: Reading Towards Writing (non-experimental research)	8	12	67%
Writing NSERC Proposals	2	68	3%
Writing SSHRC Proposals	58	100	58%
Writing SSHRC Proposals - Writing Intensive	50	94	53%

Social Sciences Summary

Spaces occupied by Division 2 students	796
Total 2018-19 course enrolment	2130
% of course enrolment occupied by Division 2 students	37.37%

Table 9A: Course Registration by Department
Division 2 : Social Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Anthropology	Academic Conversation Skills Intensive Course	1	80	1.25%
	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	4	76	5.26%
	Thesis Writing in the Humanities and Social Sciences	3	31	9.68%
	Writing NSERC Proposals	1	68	1.47%
	Writing SSHRC Proposals	3	100	3.00%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
	Applied Psychology and Human Development	Academic Conversation Skills	10	181
Academic Conversation Skills Intensive Course		8	80	10.00%
Academic Writing 1: Focus on Essentials		10	306	3.27%
Academic Writing 2: Focus on Grammar		9	162	5.56%
Academic Writing 3: Focus on Style		3	81	3.70%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		5	89	5.62%
Introduction to Science Journalism		1	43	2.33%
Oral Presentation Skills (Native and Non-Native Speakers of English)		1	17	5.88%
Oral Presentation Skills (Native Speakers of English)		4	118	3.39%
Oral Presentation Skills (Non-Native Speakers of English)		6	154	3.90%
Oral Presentation Skills (Professional Masters Students)		7	171	4.09%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course		1	48	2.08%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)		4	76	5.26%
Understanding the Research Article: Reading Towards Writing (experimental research)		2	23	8.70%
Writing SSHRC Proposals		3	100	3.00%
Writing SSHRC Proposals - Writing Intensive		5	94	5.32%
Architecture, Landscape, and Design	Academic Conversation Skills	8	181	4.42%
	Academic Writing 1: Focus on Essentials	7	306	2.29%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%

Table 9A: Course Registration by Department
Division 2 : Social Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Architecture, Landscape, and Design continued	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	2	48	4.17%
	Writing SSHRC Proposals	1	100	1.00%
Criminology and Sociolegal Studies	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
Curriculum, Teaching and Learning	Academic Conversation Skills	15	181	8.29%
	Academic Conversation Skills Intensive Course	9	80	11.25%
	Academic Writing 1: Focus on Essentials	33	306	10.78%
	Academic Writing 2: Focus on Grammar	9	162	5.56%
	Academic Writing 3: Focus on Style	6	81	7.41%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	6	89	6.74%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	13	154	8.44%
	Oral Presentation Skills (Professional Masters Students)	10	171	5.85%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	5	48	10.42%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	8	76	10.53%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Humanities and Social Sciences	5	31	16.13%
	Writing SSHRC Proposals	11	100	11.00%
	Writing SSHRC Proposals - Writing Intensive	8	94	8.51%
Economics	Academic Conversation Skills	2	181	1.10%
	Academic Writing 1: Focus on Essentials	4	306	1.31%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	3	171	1.75%
European, Russian, and Eurasian Studies	Academic Conversation Skills	1	181	0.55%
	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Writing SSHRC Proposals	3	100	3.00%

Table 9A: Course Registration by Department**Division 2 : Social Sciences**

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Geography and Planning	Academic Writing 1: Focus on Essentials	5	306	1.63%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	4	89	4.49%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	3	76	3.95%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Humanities and Social Sciences	2	31	6.45%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Understanding the Research Article: Reading Towards Writing (non-experimental research)	2	12	16.67%
	Writing SSHRC Proposals	1	100	1.00%
	Writing SSHRC Proposals - Writing Intensive	8	94	8.51%
	Global Affairs	Oral Presentation Skills (Non-Native Speakers of English)	1	154
Oral Presentation Skills (Professional Masters Students)		2	171	1.17%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course		2	48	4.17%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)		1	76	1.32%
Industrial Relations and Human Resources	Academic Conversation Skills	3	181	1.66%
	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	3	171	1.75%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	48	2.08%
	Writing SSHRC Proposals	2	100	2.00%
Information Studies	Academic Conversation Skills	4	181	2.21%
	Academic Writing 1: Focus on Essentials	10	306	3.27%
	Academic Writing 2: Focus on Grammar	6	162	3.70%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	4	89	4.49%

Table 9A: Course Registration by Department**Division 2 : Social Sciences**

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Information Studies continued	Oral Presentation Skills (Native and Non-Native Speakers of English)	2	17	11.76%
	Oral Presentation Skills (Non-Native Speakers of English)	4	154	2.60%
	Oral Presentation Skills (Professional Masters Students)	7	171	4.09%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	3	48	6.25%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	3	76	3.95%
	Thesis Writing in the Humanities and Social Sciences	2	31	6.45%
	Writing SSHRC Proposals	10	100	10.00%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
	Law	Academic Conversation Skills	5	181
Academic Conversation Skills Intensive Course		7	80	8.75%
Academic Writing 1: Focus on Essentials		8	306	2.61%
Academic Writing 2: Focus on Grammar		4	162	2.47%
Academic Writing 3: Focus on Style		3	81	3.70%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		3	89	3.37%
Oral Presentation Skills (Native Speakers of English)		2	118	1.69%
Oral Presentation Skills (Non-Native Speakers of English)		5	154	3.25%
Oral Presentation Skills (Professional Masters Students)		9	171	5.26%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)		8	76	10.53%
Thesis Writing in the Humanities and Social Sciences		2	31	6.45%
Writing SSHRC Proposals		3	100	3.00%
Writing SSHRC Proposals - Writing Intensive		3	94	3.19%
Leadership, Higher and Adult Education		Academic Conversation Skills	7	181
	Academic Conversation Skills Intensive Course	7	80	8.75%
	Academic Writing 1: Focus on Essentials	21	306	6.86%
	Academic Writing 2: Focus on Grammar	6	162	3.70%
	Academic Writing 3: Focus on Style	5	81	6.17%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	12	89	13.48%
	Introduction to Science Journalism	2	43	4.65%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Native Speakers of English)	5	118	4.24%
	Oral Presentation Skills (Non-Native Speakers of English)	10	154	6.49%
	Oral Presentation Skills (Professional Masters Students)	11	171	6.43%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	3	48	6.25%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	9	76	11.84%

Table 9A: Course Registration by Department
Division 2 : Social Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Leadership, Higher and Adult Education continued	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Humanities and Social Sciences	3	31	9.68%
	Thesis Writing in the Physical and Life Sciences	2	62	3.23%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Understanding the Research Article: Reading Towards Writing (non-experimental research)	5	12	41.67%
	Writing NSERC Proposals	1	68	1.47%
	Writing SSHRC Proposals	9	100	9.00%
	Writing SSHRC Proposals - Writing Intensive	13	94	13.83%
Management	Academic Conversation Skills	13	181	7.18%
	Academic Writing 1: Focus on Essentials	28	306	9.15%
	Academic Writing 2: Focus on Grammar	12	162	7.41%
	Academic Writing 3: Focus on Style	9	81	11.11%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	10	154	6.49%
	Oral Presentation Skills (Professional Masters Students)	18	171	10.53%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	7	48	14.58%
	Writing SSHRC Proposals	1	100	1.00%
Management and Innovation	Academic Conversation Skills Intensive Course	10	80	12.50%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
Political Science	Academic Conversation Skills	1	181	0.55%
	Academic Writing 1: Focus on Essentials	3	306	0.98%
	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	2	89	2.25%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	2	76	2.63%
	Writing SSHRC Proposals	6	100	6.00%
	Writing SSHRC Proposals - Writing Intensive	3	94	3.19%

Table 9A: Course Registration by Department
Division 2 : Social Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Public Policy and Governance	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Writing SSHRC Proposals	1	100	1.00%
Social Justice Education	Academic Conversation Skills	1	181	0.55%
	Academic Writing 1: Focus on Essentials	4	306	1.31%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	4	89	4.49%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	4	76	5.26%
	Thesis Writing in the Humanities and Social Sciences	2	31	6.45%
	Understanding the Research Article: Reading Towards Writing (non-experimental research)	1	12	8.33%
Writing SSHRC Proposals - Writing Intensive	1	94	1.06%	
Social Work	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	2	89	2.25%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Writing SSHRC Proposals	3	100	3.00%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
Sociology	Academic Conversation Skills	1	181	0.55%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Writing SSHRC Proposals	1	100	1.00%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%

Table 10: Division 3 - Course Registration**Division 3: Physical Sciences**

The following is a report of student participation, by division and by department, in the courses offered by GCAC. The report covers the May 2019 - April 2020 academic year. In the Summer 2019 term (May-June) a total of 373 **students registered** for our courses. In the Fall 2019 term (September-December) a total of 1236 **students registered**. In the Winter 2020 term (January-April) a total of 521 **students registered**.

Please note : These numbers reflect only course participation and not participation in workshops, consultations, or boot camps.

Division 3: Physical Sciences

Students from DIV 3 occupied 27.04 % of the spaces enrolled by graduate students over the three terms.

Course Title	Spaces occupied by DIV 3 students	Total 2019-20 course enrolment	% of course enrolment occupied by DIV 3 students
Academic Conversation Skills	76	181	42%
Academic Conversation Skills Intensive Course	22	80	28%
Academic Writing 1: Focus on Essentials	101	306	33%
Academic Writing 2: Focus on Grammar	51	162	31%
Academic Writing 3: Focus on Style	27	81	33%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	7	89	8%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	25	64	39%
Introduction to Science Journalism	9	43	21%
Oral Presentation Skills (Native and Non-Native Speakers of English)	6	17	35%
Oral Presentation Skills (Native Speakers of English)	26	118	22%
Oral Presentation Skills (Non-Native Speakers of English)	57	154	37%
Oral Presentation Skills (Professional Masters Students)	40	171	23%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	12	48	25%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	19	59	32%
Thesis Writing in the Physical and Life Sciences	28	62	45%
Understanding the Research Article: Reading Towards Writing (experimental research)	3	23	13%
Writing CIHR Proposals	16	91	18%
Writing NSERC Proposals	47	68	69%
Writing SSHRC Proposals	1	100	1%
Writing SSHRC Proposals - Writing Intensive	2	94	2%

Physical Sciences Summary

Spaces occupied by Division 3 students	576
Total 2019-20 course enrolment	2130
% of course enrolment occupied by Division 3 students	27.04%

Table 10A: Course Registration by Department
Division 3 : Physical Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Aerospace Science and Engineering	Academic Conversation Skills	2	181	1.10%
	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
Astronomy and Astrophysics	Academic Conversation Skills Intensive Course	1	80	1.25%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Introduction to Science Journalism	1	43	2.33%
	Writing NSERC Proposals	1	68	1.47%
Biomaterials and Biomedical Engineering	Academic Conversation Skills	4	181	2.21%
	Academic Writing 1: Focus on Essentials	9	306	2.94%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Academic Writing 3: Focus on Style	6	81	7.41%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	5	64	7.81%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Oral Presentation Skills (Professional Masters Students)	6	171	3.51%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	3	62	4.84%
	Writing CIHR Proposals	13	91	14.29%
	Writing NSERC Proposals	6	68	8.82%
Chemical Engineering and Applied Chemistry	Academic Conversation Skills	7	181	3.87%
	Academic Conversation Skills Intensive Course	2	80	2.50%
	Academic Writing 1: Focus on Essentials	6	306	1.96%
	Academic Writing 2: Focus on Grammar	4	162	2.47%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	4	154	2.60%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%

Table 10A: Course Registration by Department
Division 3 : Physical Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Chemical Engineering and Applied Chemistry continued	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	3	48	6.25%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	4	62	6.45%
	Writing NSERC Proposals	3	68	4.41%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%
Chemistry	Academic Conversation Skills	1	181	0.55%
	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	2	43	4.65%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	4	68	5.88%
	Civil and Mineral Engineering	Academic Conversation Skills	13	181
Academic Conversation Skills Intensive Course		1	80	1.25%
Academic Writing 1: Focus on Essentials		16	306	5.23%
Academic Writing 2: Focus on Grammar		8	162	4.94%
Academic Writing 3: Focus on Style		3	81	3.70%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)		3	64	4.69%
Oral Presentation Skills (Native Speakers of English)		2	118	1.69%
Oral Presentation Skills (Non-Native Speakers of English)		6	154	3.90%
Oral Presentation Skills (Professional Masters Students)		4	171	2.34%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course		1	48	2.08%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)		3	59	5.08%
Thesis Writing in the Physical and Life Sciences		5	62	8.06%
Writing NSERC Proposals		6	68	8.82%

Table 10A: Course Registration by Department
Division 3 : Physical Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Computer Science	Academic Conversation Skills	7	181	3.87%
	Academic Writing 1: Focus on Essentials	6	306	1.96%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Introduction to Science Journalism	2	43	4.65%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	2	48	4.17%
	Writing NSERC Proposals	5	68	7.35%
	Earth Sciences	Academic Conversation Skills	1	181
Academic Writing 1: Focus on Essentials		3	306	0.98%
Academic Writing 2: Focus on Grammar		1	162	0.62%
Introduction to Science Journalism		2	43	4.65%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)		3	59	5.08%
Thesis Writing in the Physical and Life Sciences		2	62	3.23%
Understanding the Research Article: Reading Towards Writing (experimental research)		1	23	4.35%
Writing NSERC Proposals		2	68	2.94%
Electrical and Computer Engineering	Academic Conversation Skills	21	181	11.60%
	Academic Conversation Skills Intensive Course	10	80	12.50%
	Academic Writing 1: Focus on Essentials	23	306	7.52%
	Academic Writing 2: Focus on Grammar	11	162	6.79%
	Academic Writing 3: Focus on Style	7	81	8.64%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	7	64	10.94%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	2	17	11.76%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	20	154	12.99%
	Oral Presentation Skills (Professional Masters Students)	8	171	4.68%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	6	62	9.68%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	1	91	1.10%
Writing NSERC Proposals	7	68	10.29%	

Table 10A: Course Registration by Department
Division 3 : Physical Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Materials Science and Engineering	Academic Conversation Skills	7	181	3.87%
	Academic Writing 1: Focus on Essentials	8	306	2.61%
	Academic Writing 2: Focus on Grammar	5	162	3.09%
	Academic Writing 3: Focus on Style	2	81	2.47%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills (Non-Native Speakers of English)	5	154	3.25%
	Oral Presentation Skills (Professional Masters Students)	3	171	1.75%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	2	48	4.17%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing NSERC Proposals	2	68	2.94%
	Writing SSHRC Proposals	1	100	1.00%
	Mathematics	Academic Writing 1: Focus on Essentials	1	306
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		1	89	1.12%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)		1	64	1.56%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)		2	59	3.39%
Thesis Writing in the Physical and Life Sciences		1	62	1.61%
Writing NSERC Proposals		1	68	1.47%
Mathematical Finance	Writing NSERC Proposals	1	68	1.47%
Mechanical and Industrial Engineering	Academic Conversation Skills	12	181	6.63%
	Academic Conversation Skills Intensive Course	8	80	10.00%
	Academic Writing 1: Focus on Essentials	21	306	6.86%
	Academic Writing 2: Focus on Grammar	9	162	5.56%
	Academic Writing 3: Focus on Style	8	81	9.88%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	2	89	2.25%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	2	17	11.76%
	Oral Presentation Skills (Native Speakers of English)	7	118	5.93%
	Oral Presentation Skills (Non-Native Speakers of English)	9	154	5.84%
	Oral Presentation Skills (Professional Masters Students)	9	171	5.26%

Table 10A: Course Registration by Department
Division 3 : Physical Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Mechanical and Industrial Engineering continued	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	4	48	8.33%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	3	62	4.84%
	Writing NSERC Proposals	7	68	10.29%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%
Physical and Environmental Sciences	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Academic Writing 2: Focus on Grammar	3	162	1.85%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Non-Native Speakers of English)	2	154	1.30%
	Oral Presentation Skills (Professional Masters Students)	4	171	2.34%
	Thesis Writing in the Physical and Life Sciences	2	62	3.23%
Physics	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing NSERC Proposals	1	68	1.47%
Statistical Sciences	Academic Conversation Skills	1	181	0.55%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	1	68	1.47%

Table 11: Division 4 - Course Registration**Division 4: Life Sciences**

The following is a report of student participation, by division and by department, in the courses offered by GCAC. The report covers the May 2019 - April 2020 academic year. In the Summer 2019 term (May-June) a total of 373 **students registered** for our courses. In the Fall 2019 term (September-December) a total of 1236 **students registered**. In the Winter 2020 term (January-April) a total of 521 **students registered**.

Please note : These numbers reflect only course participation and not participation in workshops, consultations, or boot camps.

Division 4: Life Sciences

Students from DIV 4 occupied 27.42 % of the spaces enrolled by graduate students over the three terms.

Course Title	Spaces occupied by DIV 4 students	Total 2019-20 course enrolment	% of course enrolment occupied by DIV 4 students
Academic Conversation Skills	27	181	15%
Academic Conversation Skills Intensive Course	15	80	19%
Academic Writing 1: Focus on Essentials	49	306	16%
Academic Writing 2: Focus on Grammar	43	162	27%
Academic Writing 3: Focus on Style	16	81	20%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	18	89	20%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	37	64	58%
Introduction to Science Journalism	30	43	70%
Oral Presentation Skills (Native and Non-Native Speakers of English)	4	17	24%
Oral Presentation Skills (Native Speakers of English)	48	118	41%
Oral Presentation Skills (Non-Native Speakers of English)	29	154	19%
Oral Presentation Skills (Professional Masters Students)	46	171	27%
Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	11	48	23%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	6	76	8%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	37	59	63%
Thesis Writing in the Humanities and Social Sciences	5	31	16%
Thesis Writing in the Physical and Life Sciences	31	62	50%
Understanding the Research Article: Reading Towards Writing (experimental research)	16	23	70%
Understanding the Research Article: Reading Towards Writing (non-experimental research)	1	12	8%
Writing CIHR Proposals	75	91	82%
Writing NSERC Proposals	19	68	28%
Writing SSHRC Proposals	11	100	11%
Writing SSHRC Proposals - Writing Intensive	10	94	11%

Life Sciences Summary

Spaces occupied by Division 4 students	584
Total 2018-19 course enrolment	2130
% of course enrolment occupied by Division 4 students	27.42%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Biochemistry	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	2	43	4.65%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	3	59	5.08%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	2	91	2.20%
Cell and Systems Biology	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Introduction to Science Journalism	3	43	6.98%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	2	91	2.20%
	Writing NSERC Proposals	2	68	2.94%
Dentistry	Academic Writing 1: Focus on Essentials	3	306	0.98%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills (Non-Native Speakers of English)	3	154	1.95%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	1	68	1.47%
Ecology and Evolutionary Biology	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	2	43	4.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	2	68	2.94%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Exercise Sciences	Academic Conversation Skills	1	181	0.55%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	48	2.08%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing CIHR Proposals	2	91	2.20%
	Writing SSHRC Proposals	2	100	2.00%
	Forestry	Academic Conversation Skills	2	181
Academic Writing 1: Focus on Essentials		2	306	0.65%
Academic Writing 2: Focus on Grammar		1	162	0.62%
Academic Writing 3: Focus on Style		1	81	1.23%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		2	89	2.25%
Introduction to Science Journalism		1	43	2.33%
Oral Presentation Skills (Native Speakers of English)		1	118	0.85%
Oral Presentation Skills (Professional Masters Students)		3	171	1.75%
Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)		1	76	1.32%
Thesis Writing in the Humanities and Social Sciences		1	31	3.23%
Writing SSHRC Proposals		1	100	1.00%
Health Policy, Management and Evaluation	Academic Conversation Skills	4	181	2.21%
	Academic Conversation Skills Intensive Course	1	80	1.25%
	Academic Writing 1: Focus on Essentials	5	306	1.63%
	Academic Writing 2: Focus on Grammar	7	162	4.32%
	Academic Writing 3: Focus on Style	5	81	6.17%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	3	64	4.69%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	8	118	6.78%
	Oral Presentation Skills (Non-Native Speakers of English)	5	154	3.25%
	Oral Presentation Skills (Professional Masters Students)	7	171	4.09%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Health Policy, Management and Evaluation continued	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	3	48	6.25%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	2	76	2.63%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	6	91	6.59%
	Writing SSHRC Proposals - Writing Intensive	2	94	2.13%
	Immunology	Academic Conversation Skills	1	181
Academic Writing 1: Focus on Essentials		2	306	0.65%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)		1	64	1.56%
Oral Presentation Skills (Professional Masters Students)		1	171	0.58%
Thesis Writing in the Physical and Life Sciences		1	62	1.61%
Writing CIHR Proposals		2	91	2.20%
Laboratory Medicine and Pathobiology	Academic Conversation Skills	2	181	1.10%
	Academic Writing 1: Focus on Essentials	3	306	0.98%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Academic Writing 3: Focus on Style	1	81	1.23%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	2	154	1.30%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	4	59	6.78%
	Thesis Writing in the Physical and Life Sciences	7	62	11.29%
	Understanding the Research Article: Reading Towards Writing (experimental research)	4	23	17.39%
	Writing CIHR Proposals	4	91	4.40%
Management and Innovation (Biotechnology)	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	3	48	6.25%

Table 11A: Course Registration by Department

Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Management and Innovation (Innovation)	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	48	2.08%
Management and Innovation (Sustainability Management)	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
Medical Biophysics	Academic Conversation Skills	4	181	2.21%
	Academic Writing 2: Focus on Grammar	1	162	0.62%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	3	59	5.08%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing CIHR Proposals	2	91	2.20%
	Writing NSERC Proposals	1	68	1.47%
Medical Science	Academic Conversation Skills	5	181	2.76%
	Academic Writing 1: Focus on Essentials	3	306	0.98%
	Academic Writing 2: Focus on Grammar	5	162	3.09%
	Academic Writing 3: Focus on Style	2	81	2.47%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	3	89	3.37%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	3	43	6.98%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	1	17	5.88%
	Oral Presentation Skills (Native Speakers of English)	4	118	3.39%
	Oral Presentation Skills (Non-Native Speakers of English)	5	154	3.25%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	2	76	2.63%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	8	59	13.56%
	Thesis Writing in the Physical and Life Sciences	11	62	17.74%
	Understanding the Research Article: Reading Towards Writing (experimental research)	3	23	13.04%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Medical Science continued	Understanding the Research Article: Reading Towards Writing (non-experimental research)	1	12	8.33%
	Writing CIHR Proposals	14	91	15.38%
	Writing NSERC Proposals	2	68	2.94%
	Writing SSHRC Proposals - Writing Intensive	1	94	1.06%
Molecular Genetics	Academic Conversation Skills	1	181	0.55%
	Academic Conversation Skills Intensive Course	2	80	2.50%
	Academic Writing 1: Focus on Essentials	2	306	0.65%
	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	4	64	6.25%
	Introduction to Science Journalism	10	43	23.26%
	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	2	59	3.39%
	Thesis Writing in the Physical and Life Sciences	2	62	3.23%
	Writing CIHR Proposals	5	91	5.49%
	Writing NSERC Proposals	3	68	4.41%
	Nursing Science	Academic Conversation Skills	1	181
Academic Conversation Skills Intensive Course		2	80	2.50%
Academic Writing 1: Focus on Essentials		4	306	1.31%
Academic Writing 2: Focus on Grammar		6	162	3.70%
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		2	89	2.25%
Becoming a Better Editor of Your Own Work (Physical and Life Sciences)		3	64	4.69%
Oral Presentation Skills (Non-Native Speakers of English)		4	154	2.60%
Oral Presentation Skills (Professional Masters Students)		2	171	1.17%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)		1	59	1.69%
Understanding the Research Article: Reading Towards Writing (experimental research)		1	23	4.35%
Writing SSHRC Proposals - Writing Intensive		2	94	2.13%
Nutritional Sciences	Academic Conversation Skills	2	181	1.10%
	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Academic Writing 2: Focus on Grammar	1	162	0.62%

Table 11A: Course Registration by Department**Division 4 : Life Sciences**

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Nutritional Sciences continued	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	1	89	1.12%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	5	118	4.24%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Oral Presentation Skills (Professional Masters Students)	1	171	0.58%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	3	59	5.08%
	Thesis Writing in the Physical and Life Sciences	3	62	4.84%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	5	91	5.49%
Occupational Science and Occupational Therapy	Oral Presentation Skills (Professional Masters Students)	5	171	2.92%
Pharmaceutical Sciences	Academic Writing 1: Focus on Essentials	3	306	0.98%
	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Academic Writing 3: Focus on Style	2	81	2.47%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	3	68	4.41%
Pharmacology and Toxicology	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	1	48	2.08%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Pharmacology and Toxicology continued	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	1	91	1.10%
	Writing NSERC Proposals	1	68	1.47%
Physical Therapy	Oral Presentation Skills (Native Speakers of English)	2	118	1.69%
Physiology	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	1	64	1.56%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Physical and Life Sciences	1	62	1.61%
	Writing CIHR Proposals	4	91	4.40%
Psychology	Academic Writing 1: Focus on Essentials	1	306	0.33%
	Academic Writing 2: Focus on Grammar	2	162	1.23%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	2	64	3.13%
	Introduction to Science Journalism	1	43	2.33%
	Oral Presentation Skills (Native Speakers of English)	1	118	0.85%
	Oral Presentation Skills (Non-Native Speakers of English)	1	154	0.65%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Writing CIHR Proposals	2	91	2.20%
	Writing NSERC Proposals	1	68	1.47%
Public Health Sciences	Academic Conversation Skills	4	181	2.21%
	Academic Conversation Skills Intensive Course	10	80	12.50%
	Academic Writing 1: Focus on Essentials	18	306	5.88%
	Academic Writing 2: Focus on Grammar	9	162	5.56%
	Academic Writing 3: Focus on Style	5	81	6.17%
	Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)	4	89	4.49%
	Becoming a Better Editor of Your Own Work (Physical and Life Sciences)	6	64	9.38%
	Introduction to Science Journalism	3	43	6.98%
	Oral Presentation Skills (Native and Non-Native Speakers of English)	2	17	11.76%
	Oral Presentation Skills (Native Speakers of English)	7	118	5.93%
	Oral Presentation Skills (Non-Native Speakers of English)	4	154	2.60%

Table 11A: Course Registration by Department
Division 4 : Life Sciences

Department	Course	Spaces occupied by dept	Total 2019-20 course enrolment	% of course enrolment occupied by dept
Public Health Sciences continued	Oral Presentation Skills (Professional Masters Students)	11	171	6.43%
	Oral Presentation Skills for Professional Masters Students: Saturday Intensive Course	2	48	4.17%
	Prewriting Strategies for Developing and Organizing Your Ideas (Humanities and Social Sciences)	1	76	1.32%
	Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)	1	59	1.69%
	Thesis Writing in the Humanities and Social Sciences	1	31	3.23%
	Understanding the Research Article: Reading Towards Writing (experimental research)	1	23	4.35%
	Writing CIHR Proposals	12	91	13.19%
	Writing SSHRC Proposals	4	100	4.00%
	Writing SSHRC Proposals - Writing Intensive	5	94	5.32%
	Rehabilitation Science	Academic Writing 1: Focus on Essentials	1	306
Becoming a Better Editor of Your Own Work (Humanities and Social Sciences)		1	89	1.12%
Oral Presentation Skills (Native and Non-Native Speakers of English)		1	17	5.88%
Oral Presentation Skills (Native Speakers of English)		1	118	0.85%
Oral Presentation Skills (Non-Native Speakers of English)		1	154	0.65%
Oral Presentation Skills (Professional Masters Students)		1	171	0.58%
Prewriting Strategies for Developing and Organizing Your Ideas (Physical and Life Sciences)		2	59	3.39%
Thesis Writing in the Humanities and Social Sciences		1	31	3.23%
Thesis Writing in the Physical and Life Sciences		1	62	1.61%
Understanding the Research Article: Reading Towards Writing (experimental research)		1	23	4.35%
Writing CIHR Proposals		7	91	7.69%
Writing NSERC Proposals		1	68	1.47%
Writing SSHRC Proposals		4	100	4.00%
Speech and Language Pathology		Oral Presentation Skills (Native Speakers of English)	1	118
	Oral Presentation Skills (Professional Masters Students)	2	171	1.17%
	Writing CIHR Proposals	2	91	2.20%
	Writing NSERC Proposals	2	68	2.94%

**Workshops/Guest Lectures on U of T Campus
Given by GCAC Faculty during the 2019-20 Academic Year**

Attendance numbers are provided. If graduate units did not provide us with exact numbers, then close Approximations are given instead.

Jane Freeman

Guest Lectures Given by Invitation within Specific Courses/Graduate Units

(Orientation talks and faculty talks are not included in GCAC year-end numbers)

September 9, 2019	Religion "Writing SSHRC Proposals" Attendance: 12
September 11, 2019	Toronto School of Theology "Writing SSHRC Proposals" Attendance: 40
September 17, 2019	Religion "Writing a Master's SSHRC" Attendance: 10
September 17, 2019	Institute of Medical Science "Preparing to be a Graduate Writer" Attendance: 120
October 28, 2019	Music "Developing Conscious Writing Strategies" Attendance: 6
October 31, 2019	Molecular Genetics "Intro to Classical Rhetoric and the Rhetoric of Science" Attendance: 14
November 29, 2019	Institute of Biomaterials and Biomedical Engineering "Proposal Writing in the Sciences" Attendance: 70
March 9, 2020	Music "Preparing to Write a Thesis Proposal" Attendance: 15
March 27, 2020	Sunnybrook Hospital (via Zoom) "Preparing to Write a Grant Proposal" Attendance: 18

Rachael Cayley

Guest Lectures Given by Invitation within Specific Courses/Graduate Units

(Orientation talks and faculty talks are not included in GCAC year-end numbers)

June 25, 2019	Occupational Science and Occupational Therapy “Literature Reviews in Research Proposals” Attendance: 130
September 17, 2019	Centre for Renaissance and Reformation Studies “Silent Sociability” Attendance: 5
September 19, 2019	Dalla Lana School of Public Health “Effective Academic Writing” Attendance: 45
September 26, 2019	Joint Centre for Bioethics (Legal Approaches course) “Effective Academic Writing” Attendance: 12
September 26, 2019	Anthropology Dissertation Writing Seminar “Becoming a Productive Writer” Attendance: 15
October 7, 2019	Centre for Qualitative Health Research “Effective Academic Writing” Attendance: 18
October 16, 2019	Toronto School of Theology “Becoming a Productive Writer” Attendance: 45
October 24, 2019	Dalla Lana School of Public Health (PD Event) “Making the Most of Oral Presentations” Attendance: 30
October 31, 2019	Occupational Science and Occupational Therapy (MScOT) “Effective Academic Writing” Attendance: 90
January 21, 2020	Centre for Renaissance and Reformation Studies “Metadiscourse” Attendance: 6

Peter GravGuest Lectures Given by Invitation within Specific Courses/Graduate Units

(Orientation talks and faculty talks are not included in GCAC year-end numbers)

September 4, 2019	English "Writing SSHRC Proposals" Attendance: 36
September 13, 2019	Medieval Studies "Writing SSHRC Proposals" Attendance: 15
September 23, 2019	Centre for European, Russian, and Eurasian Studies "Writing SSHRC Proposals" Attendance: 17
September 27, 2019	Dalla Lana School of Public Health "Becoming a Critical and Efficient Reader" Attendance: 24
October 15, 2019	UTM Grad Professional Skills Conference "Writing Effective Literature Reviews" Attendance: 26
October 15, 2019	UTM Grad Professional Skills Conference "Strategies for Writing IMRD Research Articles" Attendance: 12
October 17, 2019	Music "Conference Proposal Writing Strategies" Attendance: 15
November 20, 2019	OISE "Working with Sources" Attendance: 20
December 6, 2019	Criminology "Designing and Delivering Effective Oral Presentations" Attendance: 12
February 19, 2020	UTM Grad Professional Skills Conference "Maximizing Your Oral Presentations" Attendance: 21
March 9, 2020	Nursing "How to Make the Most of Your Oral Presentation" Attendance: 11