



## Graduate Education Council

Tuesday, October 22, 2024  
1:00 - 3:00 p.m., Microsoft Teams

---

### AGENDA

---

1. **Approval of the Agenda of Graduate Education Meeting of October 22, 2024\***
2. **Dean's Remarks** **Joshua Barker**
  - i. Provostial Priorities
  - ii. Graduate Funding Increase: Update
  - iii. Parental Support for Postdoctoral Fellows - Non-Tri-Agenda Funded
  - iv. Graduate Admissions: Update **Brian Desrosiers-Tam**
  - v. Declined Applicant Survey: Results
3. **Report of Vice-Dean, Research and Program Innovation** **Vina Goghari**
  - i. Final Oral Examination – Working Group
  - ii. Graduate Faculty Membership Websites
  - iii. Portfolio Updates
4. **Report of Vice-Dean, Students** **John Peever**
  - i. Use of Copy Editors for Graduate Theses\*
  - ii. Annual Report - Centre for Graduate Mentorship and Supervision **Aziza Kajan**
5. **Motions\***
  - i. Non-Standard Admissions & Programs Committee (NSA&P) Membership

---

### CONSENT AGENDA

6. **Report of the Previous Meeting: Graduate Education Council – May 21, 2024\***
7. **Business Arising from the Previous Meeting**
8. **Reports for Distribution\***
  - i. Graduate Education Council Membership 2024-2025
  - ii. Graduate Academic Appeals Annual Report 2023-2024
  - iii. Code of Behavior on Academic Matters Annual Report 2023-2024
  - iv. Graduate Centre for Academic Communications Annual Report 2023-2024
  - v. Centre for Graduate Mentorship and Supervision 2023-2024

### END OF CONSENT AGENDA

---

9. **Date of Next Meeting: March 18, 2025**
10. **Other Business**
11. **Adjournment**

\*Documents distributed in advance of meeting

## **FAQ: Use of Copy Editors for Graduate Theses**

**Question:** Are graduate students permitted to use an external copy editor to assist in refining their thesis?

The School of Graduate Studies (SGS) considers the graduate thesis as the culmination of a student's investment in advanced studies and the most significant academic milestone of graduate education. The University expects a thesis submitted to satisfy degree requirements at the graduate level is the student's work, completed under the guidance of the supervisor and supervisory committee.

To prepare a high-quality graduate thesis, it is imperative that students develop advanced scholarly writing skills appropriate to their disciplinary field. The iterative process of drafting and revising scholarly work deepens students' engagement with their research, encourages novel contributions, and facilitates the overall research process.

In some circumstances, graduate students may need more help refining their writing for their dissertation. It is expected that a graduate supervisor and supervisory committee serve as the primary resource in the development and refinement of writing skills, with additional support available from the [Graduate Centre for Academic Communication](#). If the student and the committee agree that the thesis has ongoing stylistic issues that have not been resolved through available institutional resources, they may wish to discuss whether an external copy editor might be helpful. It should be acknowledged that engaging with a copy editor for the review of a graduate thesis can be a significant financial burden.

However, should a student seek further writing support through the use of an external copy editor, this must be done with a strong rationale and the prior approval of the supervisor(s) and supervisory committee. This approach is consistent with how other decisions about the thesis, including structure and format, are decided (see [Student Guidelines for the Doctoral Thesis](#)). If the student's request is approved, the parameters of use should be discussed, and the student should understand that the intellectual content of the thesis cannot be modified through the external editing process. Further, the student must clearly identify the contributions of an external copy editor to their work in the thesis document. Students may also be requested to provide the supervisory committee with copies of the thesis before and after professional editing to demonstrate the role of the copy editor. Ultimately, the student must provide sufficient evidence that they themselves have met the [Key Criteria of the Doctoral Thesis](#), adhered to principles of research integrity, and demonstrated that they have met the graduate level degree expectations.

Students may also seek writing support for their graduate theses through generative AI tools, such as ChatGPT. Prior to using AI tools in scholarly work, students should review the SGS [Guidance on the Appropriate Use of Generative Artificial Intelligence in Graduate Theses](#).

\*Note: It is highly recommended that the student, the supervisor(s)/supervisory committee, and the copy editor familiarize themselves with Editors Canada [Guidelines for Ethical Editing of Graduate Student Texts](#) and consider requiring all parties to complete the [Permission Form to Confirm Editing Services for Student Texts](#).



# MOTION

## Graduate Education Council

Tuesday, October 22, 2024

Item 5.i.

---

Proposal to approve appointments to the **Non-Standard Admissions & Programs Committee (NSA&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 one graduate student member to the Non-Standard Admissions and Programs Committee:

Division I	Professor Alison Keith Department of Classics <i>(renewed for a one-year term effective October 1, 2024 – September 30, 2025)</i>
Division II	Professor Charmaine Williams Factor-Inwentash Faculty of Social Work <i>(Three-year term effective October 1, 2023 – September 30, 2026)</i>
Division III	Professor Tobin Filleter Department of Mechanical and Industrial Engineering <i>(Three-year term effective October 1, 2023 – September 30, 2026)</i>
Division IV	Professor Howard Mount Department of Physiology <i>(renewed for a one-year term effective October 1, 2024 – September 30, 2025)</i>
Student Members	Henry Ssali Division 2 (graduate student representative) <i>(October 1, 2024 – September 30, 2025)</i>  Anne Katherine Dionne Division 1 (alternate graduate student representative) <i>(October 1, 2024 – September 30, 2025)</i>

### About the Non-Standard Admissions and Programs Committee (NSA&P):

The Non-Standard 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 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:

- (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 NSA&P consists consist of eight members, plus an alternate student member, the secretary to the committee (non-voting), and the Director of SGS Student Academic 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, Research and Program Innovation, *ex officio*;
- c) One (1) Graduate Faculty representative from each of the four (4) divisions of SGS;
- d) One (1) Graduate student representative and one (1) alternate student representative;
- e) Dean of the School of Graduate Studies, *ex officio*.

The Manager, Front-line Student Academic Services will serve as secretary to the Committee (non-voting) for the purpose of annually establishing the committee and its schedule of meetings and any other general business.

### **Further Governance**

GEC approval is final.



## Graduate Education Council

Tuesday, May 21, 2024

3:00 – 5:00 p.m., Microsoft Teams

Item 6.

### DRAFT MEETING NOTES

The meeting was called to order at 3:05 p.m. 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 May 21, 2024

**MOTION** (*duly moved by Professor Vina Goghari and seconded by Professor John Peever*)

THAT the agenda of the Graduate Education Council meeting of May 21, 2024, as circulated with the agenda, be approved.

The motion is **CARRIED, unanimous.**

#### 2) Dean's Remarks

- i. **Graduate Admissions 2024-25** – The Dean reviewed enrolment numbers as of last week, compared to the same time last year. Applications, offers, and acceptances are slightly up. Domestic applications are up 12% however International applications are down 6% with offers and acceptances up 8%. The Dean spoke to the significant drop in international applications, by country, given the political climate. There are healthy numbers of applicants. There are no real areas of concern on the admission front.
- ii. **Graduate Student Experience in the Research University (GradSERU) 2023 – Key Findings** – The GradSERU survey is one of two major surveys SGS conducts to take a pulse on graduate student satisfaction. The other survey, the Canadian Professional School Survey (CGPSS), is only offered to Canadian institutions. GradSERU survey has been done every three years since 2017, offset with CGPSS, and allows SGS to compare ourselves with other R1 top tier research universities across the United States and internationally. Topics include selection and admission factors, financial support, supervision, research and teaching experience, obstacles to completion, health and wellness; and campus climate. There are high percentages of satisfaction in quality of university library; research and support; knowledge gained; quality of instruction; and opportunities for research. There is decreased satisfaction in financial support/funding; departmental climate (atmosphere, policies, practices); overall graduate/professional program quality; and value of the education you are getting for the money you are paying. Brian Desrosiers Tams, Assistant Dean, and Ellen MacPherson, Special Projects Officer, summarized the key findings compared across 2017, 2021 and 2023. Survey data informs SGS priorities and supports. Members are encouraged to explore results on the SGS data website, <https://www.sgs.utoronto.ca/about/explore-our-data/gradseru/>. The 2024 SERU Symposium will be hosted at the University of Toronto from September 17-18, 2024; more information is here, <https://www.seru.edu/events/2024Symposium>.

#### 3) Report of the Vice-Dean, Research and Program Innovation, Professor Vina Goghari

- i. **Graduate Faculty Membership (GFM): SGS Calendar** – The Office of the Vice-Provost, Faculty and Academic Life (VPFAL) and the School of Graduate Studies have been working together to clarify and refine the existing GFM guidelines. This involved changes to General Regulations section of the SGS Calendar, section 1.5, “Graduate Faculty.” Professor Goghari explained the proposed changes to GFM types and refinement of the list of roles

associated with each, and the map of faculty categories to GFM types and roles. Proposed changes were distributed with the agenda under Motion 1. A suite of resources will be developed over the summer to assist administrators. These include a website update, Tableau website to look up GFM folders, and a GFM explorer tool to see what categories relate to what GFM roles. Thank you to colleagues in VPFAL for their detail-oriented assistance and conceptual discussions, and Brenda Hampton for her solutions with the calendar copy.

- ii. **Final Oral Examination Review** – With approximately 1,000 FOEs across the university per year, there is varied familiarity with the SGS guidelines. SGS is collecting data and having conversations around the various processes. Some of the guidelines being reviewed will be FOE Chair, external examiner, quorum, EDI, examination type, voting and processes such as negative appraisals, adjournments/reconvened exams, closed exams versus public, and time length. Consultations and surveys will take place through to July 2024, with a FOE Working Group convening in September. In the winter term there will be a series of townhall meetings, presentations and consultations on revised guidelines. It is expected that any revisions would be brought forward to GEC for approval in May 2025 and effective September 2025.

Some graduate units are building regulations and professional development opportunities around their FOEs and including this in their graduate handbooks and/or websites. Professor Vina Goghari, Vice-Dean Research and Program Innovation clarified that in order for units to add program requirements to the SGS Calendar, the requirement would have to be a program requirement requiring assessment and would need to have gone through SGS governance review.

#### 4) **Motions**

- i. **SGS Calendar Regulations - Section 1.5 (Graduate Faculty)**

The Dean called on Professor Vina Goghari to present the first motion.

**MOTION #1** THAT the Graduate Education Council approve the proposed edits to SGS Calendar Regulation 1.5 “Graduate Faculty” effective July 1, 2024 for the 2024-2025 academic year.

**MOTION** (*duly moved and seconded by Professor John Peever*)

The School of Graduate Studies (SGS) has been working on clarifying and refining the existing Graduate Faculty Membership (GFM) Guidelines. This involves formal changes to the General Regulations section (1.5) on “Graduate Faculty.” The refinement of the existing GFM Guidelines will modernize the existing Guidelines.

GEC approval is final. There being no further discussion, the Dean called the vote. The motion was **CARRIED, unanimous**.

- ii. **Graduate Academic Appeals Board Membership 2024-2025**

The Graduate Academic Appeals Board (GAAB) is a standing committee of Graduate Education Council (GEC) and is the step following academic appeals at the departmental or faculty level. 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.

The Dean called on Professor Vina Goghari to present the second motion.

**MOTION #2** THAT the Graduate Education Council approve the appointment of one chair, five faculty members, and three student members to serve on the Graduate Academic Appeals Board for the 2024-2025 academic year.

**MOTION** (*duly moved and seconded by Professor John Peever*)

GEC approval is final. There being no further discussion, the Dean called the vote. The motion was **CARRIED, unanimous**.

---

## CONSENT AGENDA

- 5) **Report of the Previous Meeting: Graduate Education Council – March 19, 2024** - The report of the Previous Meeting was distributed with the agenda package. No members wished to discuss items. The report is accepted/approved.
- 6) **Business Arising from the Previous Meeting** - There was no business arising from the report of the previous meeting.
- 7) **Reports for Distribution** - The 2023 Report on New Graduate Awards; the Graduate Award Report on Federal & Provincial Awards for 2023-2024; and the Non-Standard Admissions and Programs Committee Annual Report for 2022-2023 were distributed with the agenda for information. Feedback is welcome to [sgs.dean@utoronto.ca](mailto:sgs.dean@utoronto.ca).

## END OF CONSENT AGENDA

---

- 8) **Date of Next Meeting:** Fall 2024
- 9) **Other Business** - The Dean invited members to bring forward items they wish to discuss at a future meeting.
- 10) **Move to Adjournment**

The Dean called on Professor Vina Goghari to present the motion.

**MOTION** that the Graduate Education Council meeting of May 21, 2024 be adjourned.

**MOTION** (*duly moved and seconded by Professor John Peever*)

There being no further discussion or questions, the Dean thanked Council members for their participation and adjourned the meeting. (4:08 p.m.)

 <b>UNIVERSITY OF TORONTO</b> <b>SCHOOL OF GRADUATE STUDIES</b>			<b>Graduate Education Council Membership 2024-2025</b>		
<b>Ex-Officio Voting Members:</b>					
President: Meric Gertler		Vice-President & Provost: Trevor Young		Vice-Dean Research and Program Innovation: Vina Goghari	
Chief Librarian: Larry Alford		Dean: Joshua Barker (Chair of Council)		UTGSU VP Academics Divisions 1/2: Ameer Ali UTGSU VP Academics Divisions 3/4: Julian Nickel	
<b>Voting Members:</b>					
<b>Division I - Humanities</b>			<b>Division II – Social Sciences</b>		
<b>Faculty Members:</b>		<b>Term Ends June 30</b>	<b>Faculty Members:</b>		<b>Term Ends June 30</b>
Pamela Klassen	Department for the Study of Religion	2027	Njoki Wane	Social Justice Education	2027
Jill Ross	Centre for Comparative Literature	2025	Melissa Milkie	Sociology	2025
Jeannie Miller	Near and Middle Eastern Civilizations	2025	Anthony Ruocco	Psychological Clinical Science	2025
Michael Miller	Philosophy	2025	Margaret Kohn	Political Science	2026
Melissa Gniadek	English	2027	Sarah Wakefield	Geography & Planning	2026
<b>Student Members:</b>			<b>Student Members:</b>		
Anne Katherine Dionne	Music	2025	Meagan Muscat	Applied Psychology & Human Development	2026
David Jacks II	Classics	2025	Thomas Psarianos	Munk School of Global Affairs & Public Policy	2026
<b>VACANT</b>			Henry Ssali		
			Leadership, Higher & Adult Education		
			2025		
<b>Division III – Physical Sciences</b>			<b>Division IV – Life Sciences</b>		
<b>Faculty Members:</b>		<b>Term Ends June 30</b>	<b>Faculty Members:</b>		<b>Term Ends June 30</b>
Paul Kushner	Physics	2027	Junchul Kim	Psychology	2027
Robert Jerrard	Mathematics	2027	<b>VACANT</b>		
George Arhonditsis	Physical & Environmental Sciences	2026	Michael Atkinson	Exercise Science	2026
Markus Bussmann	Mechanical & Industrial Engineering	2026	Nana (Hyung Ran) Lee	Biochemistry/Immunology	2026
Deepa Kundur	Electrical & Computer Engineering	2026	Carol Schuurmans	Biochemistry/Laboratory Medicine & Pathobiology	2026
<b>Student Members:</b>			<b>Student Members:</b>		
Mohaddeseh Abdolhosseini	Civil & Mineral Engineering	2025	Myles Dockery	Cell and Systems Biology	2025
Ferdinand Reke Avikpe	Institute of Biomedical Engineering	2026	Brenaven Kugamoorthy	Kinesiology & Physical Education	2025
Naaz Sibia	Computer Science	2026	Levon Tokmarkjian	Pharmacology & Toxicology	2025
<b>Administrative Staff:</b>			<b>Schedule of Meetings:</b>		
		<b>Term Ends June 30</b>			
Lynn Ossher	School of Graduate Studies	2025			
Beate Ensminger	Institute for Management and Innovation, UTM	2025			
Brandon Wells	Laboratory Medicine and Pathobiology	2025	October 22, 2024      March 18, 2025      May 20, 2025		

## Non-Voting Members:

<b>U of T Administration</b> Leah Cowan, Vice-President, Research & Innovation Heather Boon, Vice-Provost, Faculty & Academic Life Scott Mabury, Vice-President, Operations & Real Estate Partnerships Susan McCahan, Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs
<b>Faculties</b> Anil Kishen, Associate Dean, Graduate Education, Faculty of Dentistry Dionne Gesink, Associate Dean Academic Affairs & Graduate Coordinator, Dalla Lana School of Public Health Eunjung Lee, Associate Dean, Academic, Factor Inwentash Faculty of Social Work Jeannie Kim, Associate Dean, Academic, John H. Daniels Faculty of Architecture, Landscape & Design Joseph Flessa, Associate Dean, Programs, Ontario Institute for Studies in Education Julie Audet, Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering Justin Nodwell, Vice-Dean, Graduate Research & Education, Faculty of Medicine Katherine DeCelles, Director of the PhD Program, Rotman School of Management Katherine Tamminen, Associate Dean, Graduate Education, Faculty of Kinesiology & Physical Education Kimberley Widger, Associate Dean, Academic, Lawrence S. Bloomberg Faculty of Nursing Larissa Katz, Associate Dean, Graduate Program, Faculty of Law Lisa McCarthy, Acting Co-Director, Graduate Department of Pharmaceutical Sciences Michael Brudno, Acting Vice-Dean, Graduate Education & Program Reviews, Faculty of Arts & Science Olivier St-Cyr, Associate Dean, Teaching & Learning, Faculty of Information Robin Elliott, Associate Dean, Graduate Education, Faculty of Music Tim Corson, Acting Co-Director, Graduate Department of Pharmaceutical Sciences
<b>University of Toronto Mississauga</b> Ajay Rao, Vice-Dean, Graduate
<b>University of Toronto Scarborough</b> Rene Harrison, Vice-Dean, Graduate and Postdoctoral Studies
<b>Massey College</b> Jonathan Rose, Acting Principal Alison Mackenzie, Registrar
<b>Toronto School of Theology</b> Michael Attridge, Executive, Graduate Centre for Theological Studies

**Secretariat:** Dianne Heximer (Council Secretary) [sgs.dean@utoronto.ca](mailto:sgs.dean@utoronto.ca)

Updated:18Oct2024

**FOR INFORMATION**  
**Graduate Education Council**  
**Tuesday, October 22, 2024**

---

**ITEM 8.ii**

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, 2023 – June 30, 2024)**

<b>Case: Graduate Unit/Degree</b>	<b>Basis of Appeal</b>	<b>Outcome</b>
<b>Master's Students (Total: 3)</b>		
Biomedical Engineering (MEng)	Grade appeal	Settlement reached. Appeal withdrawn.
Forestry (MFc)	Termination	Appeal dismissed.
Institute for Management & Innovation (MMPA)	Termination	Appeal Allowed.

**FOR INFORMATION**  
**Graduate Education Council**  
 Tuesday, October 22, 2024

Item 8.iii

**School of Graduate Studies**  
**ACADEMIC INTEGRITY ANNUAL REPORT**  
**July 1, 2023 – June 30, 2024**  
**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*.

**Table 1: Number of Offences Resolved at SGS by Type.** This does not include cases referred to the Provost’s Office.

	<b>Offence Type</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
B.i.1(a)	Forgery (documents, not transcripts)	0	0	1	0	0	0	0
B.i.1(b)	Unauthorized aid	4	2	7	19	23	18	13
B.i.1(c)	Personation	0	0	1	0	0	0	0
B.i.1(d)	Plagiarism	42	33	27	20	17	18	5
B.i.1(e)	Re-submission of work	3	3	1	3	1	0	2
B.i.1(f)	Concoction	2	0	0	0	0	0	0
B.i.3(a)	Forgery (academic records)	0	0	1	0	0	0	0
B.i.3(b)	Cheating for academic advantage	0	1	1	6	1	0	1
<b>Total</b>		51	39	39	48	42	36	21

**Table 2: Time between receipt of allegation and case resolved at SGS or sent to the Provost.** This includes cases resolved at SGS and those referred to the Provost’s Office.

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Within 3 months	61 10 referred	42 3 referred	40 1 referred	50 2 referred	46 4 referred	39 3 referred	24 3 referred
6-9 months	0	0	0	0	0	0	0
9-12 months	0	0	0	0	0	0	0
12+ months	0	0	0	0	0	0	0



UNIVERSITY OF TORONTO  
SCHOOL OF GRADUATE STUDIES

THE UNIVERSITY OF  
TORONTO  
REPORT  
ON  
THE GRADUATE  
CENTRE FOR  
ACADEMIC  
COMMUNICATION

**Prepared by: Jane Freeman**  
**School of Graduate Studies**  
**For: Graduate Education Council**  
October 2024  
[jane.freeman@utoronto.ca](mailto:jane.freeman@utoronto.ca)

# GCAC Year-End Report: 2023 - 2024

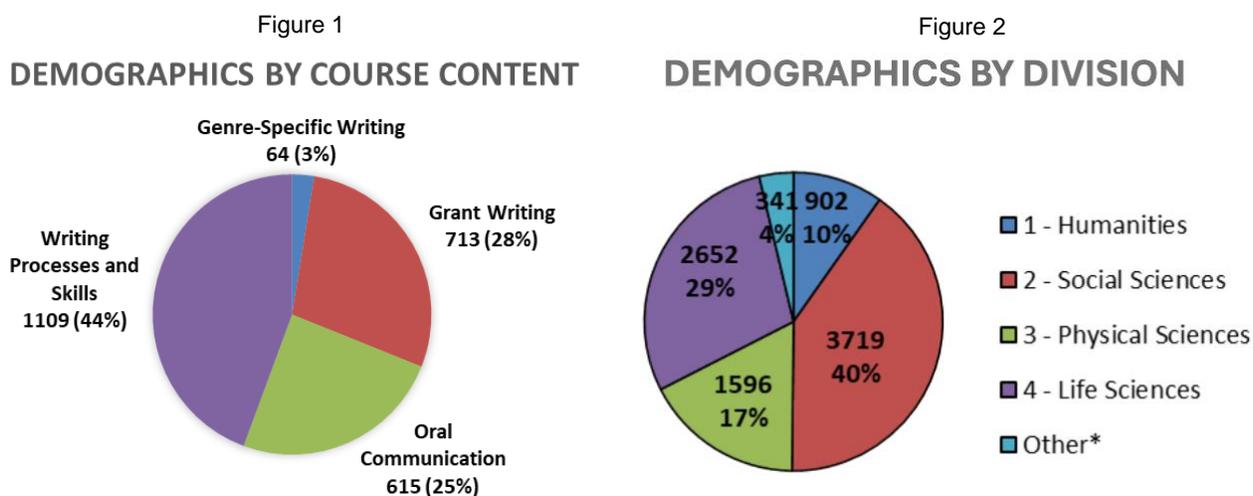
## Table of Contents

Executive Summary.....	Page 2
Table 1: Student participation in GCAC by division.....	Page 4
Table 2: Top 20 users of courses, workshops and the Writing Centre.....	Page 6
Table 3: Percentage of course registration by department.....	Page 9
Table 4: Percentage of in-person workshop registration by department/group.....	Page 11
Table 5: Percentage of live online workshop registration by department/group.....	Page 13
Table 6: Percentage of prerecorded online workshop registration by department/group.....	Page 15
Table 7: Percentage of Writing Centre appointments by department.....	Page 17
Table 8: Division 1 - Course Registration.....	Page 19
Table 8A: Course Registration - Division 1 (by Department).....	Page 20
Table 9: Division 2 - Course Registration.....	Page 24
Table 9A: Course Registration - Division 2 (by Department).....	Page 25
Table 10: Division 3 - Course Registration.....	Page 34
Table 10A: Course Registration - Division 3 (by Department).....	Page 35
Table 11: Division 4 - Course Registration.....	Page 41
Table 11A: Course Registration - Division 4 (by Department).....	Page 42
Workshops/Guest Lectures by GCAC Faculty.....	Page 51

**Graduate Centre for Academic Communication (GCAC)  
School of Graduate Studies  
2023-24 Year-End Report: Executive Summary**

In the 2023-24 academic year, graduate students from 83 different graduate programs registered for GCAC programs a total of 9,963 times. The GCAC offered 68 non-credit courses, 105 workshops (live online, prerecorded and in-person), boot camps, guest talks imbedded within graduate courses, and Writing Centre consultations. The largest demand was for multi-week non-credit course modules (2,501 students), live online workshops (3,689 students), and prerecorded workshops (2,194 students).

Figure 1 shows course demographics by content. Figure 2 shows total registration demographics by division.



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	Prerecorded Online Workshops	Writing Centre
1) CTL	Medical Science	CTL	LHAE	Public Health
2) LHAE	CTL	LHAE	CTL	IHPME
3) MIE	Molecular Genetics	Other*	Public Health	Social Justice Ed.
4) ECE	LHAE	IHPME	Social Work	APHD
5) IHPME	Biomat. & Biomed. Eng.	Public Health	Chemistry	Medical Science
6) APHD	Pharma. & Toxicology	APHD	IHPME	IRHR
7) Management	IHPME	Social Justice Ed.	Lab Med. & Pathology	Rehab. Science
8) Public Health	APHD	Civil & Mineral Eng.	APHD	Management
9) Social Justice Ed.	Other*	Medical Science	Information	Music
10) Information	Civil & Mineral Eng.	MIE	Management	CTL

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

**Year-End Key Takeaways:**

- Registration numbers were lower than 2022-23 academic year levels (11,490 in 2022-23 and 9,963 in 2023-24) but still double that of pre-pandemic levels.
- The drop in registration came from a significant reduction in demand for prerecorded workshops (3,550 in 2022-23 compared with 2,194 in 2023-24) as students spend more time on campus.
- Registration demand for courses, live workshops, boot camps, and the Writing Centre has significantly increased in recent years (5,361 in 2018-19 compared with 7,101 in 2023-24).
- A limited number of in-person workshops and boot camps were reintroduced and well attended, although student demand was still highest for online offerings.
- There have been changes in GCAC's faculty complement this year with one full-time faculty member on secondment to the Centre for Graduate Professional Development, an Assistant Professor hired in the Teaching Stream appointed 33% to GCAC and 67% to FASE, and an Assistant Professor hired in the Teaching Stream appointed 49% to GCAC and 51% to Linguistics. These new faculty members start in September 2024 and January 2025 respectively.
- OISE (with its four departments: Applied Psychology & Human Development; Curriculum, Teaching & Learning; Leadership, Higher & Adult Education; Social Justice Education) remains the largest institutional userbase of the GCAC.

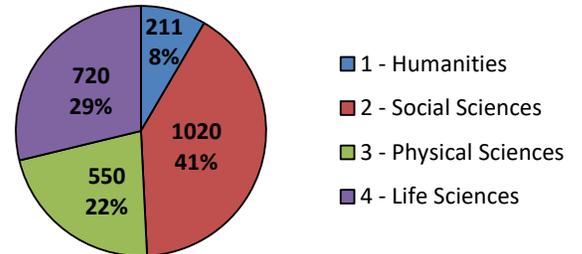
Dr. Jane Freeman, Director  
Graduate Centre for Academic Communication  
Phone: 416-946-7314 Email: [jane.freeman@utoronto.ca](mailto:jane.freeman@utoronto.ca)

**Table 1: Student participation in GCAC by division**

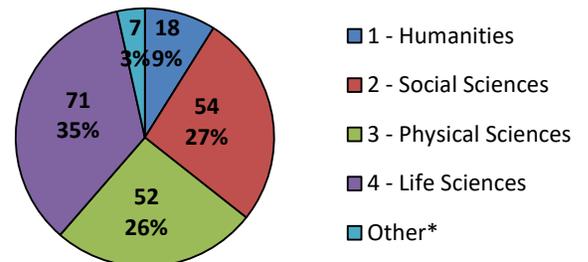
Courses: (including 610 in Writing Intensive Courses)	2501
In-Person Workshops:	202
Live Online Workshops:	3689
Prerecorded Online Workshops:	2194
One-on-One Writing Consultations:	624
Boot Camps:	85
<b>Total GCAC Participants in the 2023-24 Academic Year:</b>	<b>9295</b>
UofT Students taught by GCAC faculty outside of GCAC:	668
<b>Total Student Contact by GCAC in the 2023-24 Academic Year:</b>	<b>9963</b>

**Course Registration**

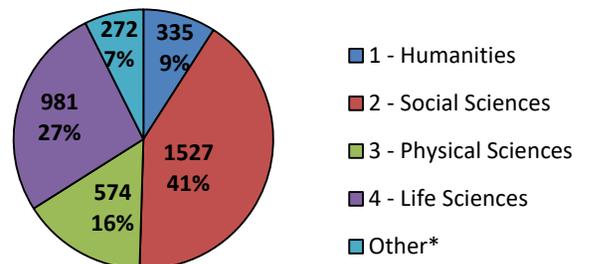
Division	Students enrolled by division	% of course enrolment by division
1 - Humanities	211	8.44%
2 - Social Sciences	1020	40.78%
3 - Physical Sciences	550	21.99%
4 - Life Sciences	720	28.79%

**In-Person Workshops Registration**

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	18	8.91%
2 - Social Sciences	54	26.73%
3 - Physical Sciences	52	25.74%
4 - Life Sciences	71	35.15%
Other*	7	3.47%

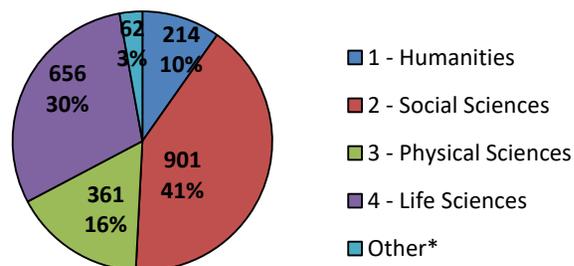
**Live Online Workshops Registration**

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	335	9.08%
2 - Social Sciences	1527	41.39%
3 - Physical Sciences	574	15.56%
4 - Life Sciences	981	26.59%
Other*	272	7.37%

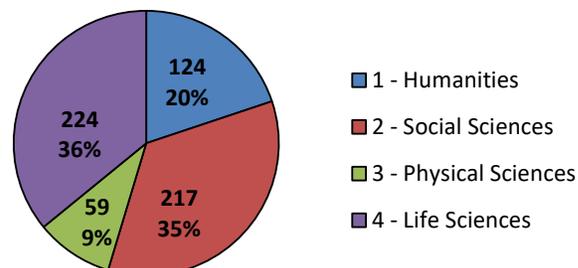


**Table 1:** Student participation in GCAC by division**Prerecorded Online Workshops Registration**

Division	Workshop participants by division	% of workshop participants by division
1 - Humanities	214	9.75%
2 - Social Sciences	901	41.07%
3 - Physical Sciences	361	16.45%
4 - Life Sciences	656	29.90%
Other*	62	2.83%

**One-on-One Writing Consultations**

Division	Students who booked an appt by division	% of one-on-one consultations by division
1 - Humanities	124	19.87%
2 - Social Sciences	217	34.78%
3 - Physical Sciences	59	9.46%
4 - Life Sciences	224	35.90%



\*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

<b>Courses:</b> Highest users by department	Students registered	% of total registrants
Curriculum, Teaching and Learning	166	6.64%
Leadership, Higher and Adult Education	165	6.60%
Mechanical and Industrial Engineering	118	4.72%
Electrical and Computer Engineering	102	4.08%
Health Policy, Management and Evaluation	102	4.08%
Applied Psychology and Human Development	100	4.00%
Management	99	3.96%
Public Health Sciences	93	3.72%
Social Justice Education	90	3.60%
Information	79	3.16%
Medical Science	74	2.96%
Civil and Mineral Engineering	68	2.72%
Social Work	62	2.48%
Medical Biophysics	57	2.28%
Music	47	1.88%
Laboratory Medicine and Pathobiology	45	1.80%
Law	40	1.60%
Molecular Genetics	38	1.52%
Physical and Environmental Sciences	38	1.52%
Geography and Planning	34	1.36%
<b>In-Person Workshops:</b> Highest users by department / group	Number of registrants	% of total registrants
Medical Science	13	6.44%
Curriculum, Teaching and Learning	12	5.94%
Molecular Genetics	11	5.45%
Leadership, Higher and Adult Education	11	5.45%
Biomaterials and Biomedical Engineering	9	4.46%
Pharmacology and Toxicology	8	3.96%
Health Policy, Management and Evaluation	8	3.96%
Applied Psychology and Human Development	8	3.96%
International Research Mobility Protocol	7	3.47%
Civil and Mineral Engineering	7	3.47%
Electrical and Computer Engineering	7	3.47%
Mechanical and Industrial Engineering	6	2.97%
Chemistry	5	2.48%
Music	5	2.48%
Computer Science	5	2.48%
Kinesiology and Physical Education	5	2.48%
History	4	1.98%
Public Health Sciences	3	1.49%
Social Work	3	1.49%
European, Russian, and Eurasian Studies	3	1.49%

**Table 2:** Top 20 users of courses, workshops and the Writing Centre

<b>Live Online Workshops:</b> Highest users by department / group	Number of registrants	% of total registrants
Curriculum, Teaching and Learning	366	9.92%
Leadership, Higher and Adult Education	345	9.35%
International Research Mobility Protocol	253	6.86%
Health Policy, Management and Evaluation	144	3.90%
Public Health Sciences	138	3.74%
Applied Psychology and Human Development	126	3.42%
Social Justice Education	109	2.95%
Civil and Mineral Engineering	108	2.93%
Medical Science	105	2.85%
Mechanical and Industrial Engineering	104	2.82%
Laboratory Medicine and Pathobiology	100	2.71%
Management	95	2.58%
Information	80	2.17%
Geography and Planning	76	2.06%
Social Work	68	1.84%
Molecular Genetics	68	1.84%
Physical and Environmental Sciences	66	1.79%
Rehabilitation Science	63	1.71%
Electrical and Computer Engineering	62	1.68%
Music	62	1.68%
<b>Prerecorded Online Workshops:</b> Highest users by department / group	Number of registrants	% of total registrants
Leadership, Higher and Adult Education	212	9.66%
Curriculum, Teaching and Learning	192	8.75%
Public Health Sciences	114	5.20%
Social Work	98	4.47%
Chemistry	96	4.38%
Health Policy, Management and Evaluation	92	4.19%
Laboratory Medicine and Pathobiology	71	3.24%
Applied Psychology and Human Development	58	2.64%
Information	58	2.64%
Management	56	2.55%
Music	52	2.37%
Electrical and Computer Engineering	50	2.28%
Medical Science	50	2.28%
Social Justice Education	48	2.19%
Psychology	46	2.10%
International Research Mobility Protocol	45	2.05%
Molecular Genetics	40	1.82%
Civil and Mineral Engineering	39	1.78%
Geography and Planning	39	1.78%
Mechanical and Industrial Engineering	39	1.78%

**Table 2:** Top 20 users of courses, workshops and the Writing Centre

<b>Writing Centre: Highest users by department</b>	<b>Student appointments</b>	<b>% of total appointments</b>
Public Health Sciences	48	7.69%
Health Policy, Management and Evaluation	33	5.29%
Social Justice Education	26	4.17%
Applied Psychology and Human Development	25	4.01%
Medical Science	21	3.37%
Industrial Relations and Human Resources	20	3.21%
Rehabilitation Science	20	3.21%
Management	19	3.04%
Music	19	3.04%
Curriculum, Teaching and Learning	18	2.88%
Political Science	18	2.88%
Toronto School of Theology - Advanced Degree Students	18	2.88%
Geography and Planning	17	2.72%
Nursing Science	17	2.72%
Physiology	17	2.72%
East Asian Studies	15	2.40%
Leadership, Higher and Adult Education	13	2.08%
Information	12	1.92%
Social Work	12	1.92%
English	11	1.76%

**Table 3:** Percentage of course registration by department

**A total of 2501 students from 83 departments registered for our courses.**

<b>Department</b>	<b>Students registered</b>	<b>% of total registrants</b>
Aerospace Science and Engineering	32	1.28%
Anthropology	20	0.80%
Applied Psychology and Human Development	100	4.00%
Architecture, Landscape, and Design	27	1.08%
Art	22	0.88%
Astronomy and Astrophysics	6	0.24%
Biochemistry	13	0.52%
Biomaterials and Biomedical Engineering	33	1.32%
Cell and Systems Biology	28	1.12%
Chemical Engineering and Applied Chemistry	31	1.24%
Chemistry	26	1.04%
Cinema Studies	3	0.12%
Civil and Mineral Engineering	68	2.72%
Comparative Literature	5	0.20%
Computer Science	27	1.08%
Criminology and Sociolegal Studies	6	0.24%
Curriculum, Teaching and Learning	166	6.64%
Dentistry	18	0.72%
Drama, Theatre and Performance Studies	10	0.40%
Earth Sciences	16	0.64%
East Asian Studies	8	0.32%
Ecology and Evolutionary Biology	17	0.68%
Economics	12	0.48%
Electrical and Computer Engineering	102	4.08%
English	16	0.64%
Environment	1	0.04%
European, Russian, and Eurasian Studies	14	0.56%
Forestry	17	0.68%
French Language and Literature	5	0.20%
Geography and Planning	34	1.36%
Germanic Languages and Literatures	1	0.04%
Global Affairs	17	0.68%
Health Policy, Management and Evaluation	102	4.08%
History	12	0.48%
History and Philosophy of Science and Technology	2	0.08%
Immunology	14	0.56%
Industrial Relations and Human Resources	17	0.68%
Information	79	3.16%
Italian Studies	4	0.16%
Kinesiology and Physical Education	14	0.56%
Laboratory Medicine and Pathobiology	45	1.80%
Law	40	1.60%
Leadership, Higher and Adult Education	165	6.60%

**Table 3:** Percentage of course registration by department

**A total of 2501 students from 83 departments registered for our courses.**

<b>Department</b>	<b>Students registered</b>	<b>% of total registrants</b>
Linguistics	7	0.28%
Management	99	3.96%
Management and Innovation (Division 2)	6	0.24%
Management and Innovation (Division 4)	11	0.44%
Materials Science and Engineering	19	0.76%
Mathematical Finance	2	0.08%
Mathematics	9	0.36%
Mechanical and Industrial Engineering	118	4.72%
Medical Biophysics	57	2.28%
Medical Science	74	2.96%
Medieval Studies	1	0.04%
Molecular Genetics	38	1.52%
Museum Studies	1	0.04%
Music	47	1.88%
Near and Middle Eastern Civilizations	15	0.60%
Nursing Science	28	1.12%
Nutritional Sciences	8	0.32%
Occupational Science and Occupational Therapy	7	0.28%
Pharmaceutical Sciences	29	1.16%
Pharmacology and Toxicology	13	0.52%
Philosophy	9	0.36%
Physical and Environmental Sciences	38	1.52%
Physics	14	0.56%
Physiology	29	1.16%
Political Science	34	1.36%
Psychology	32	1.28%
Public Health Sciences	93	3.72%
Public Policy and Governance	15	0.60%
Rehabilitation Science	33	1.32%
Religion	21	0.84%
Slavic Languages and Literatures	1	0.04%
Social Justice Education	90	3.60%
Social Work	62	2.48%
Sociology	17	0.68%
Spanish	4	0.16%
Spanish & Portuguese	1	0.04%
Statistical Sciences	8	0.32%
Toronto School of Theology - Advanced Degree Students	11	0.44%
Women and Gender Studies	5	0.20%

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

**A total of 202 people registered for 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 registrants	% of total registrants
Aerospace Science and Engineering	1	0.50%
Anthropology	3	1.49%
Applied Psychology and Human Development	8	3.96%
Art	2	0.99%
Astronomy and Astrophysics	1	0.50%
Biochemistry	2	0.99%
Biomaterials and Biomedical Engineering	9	4.46%
Cell and Systems Biology	1	0.50%
Chemical Engineering and Applied Chemistry	3	1.49%
Chemistry	5	2.48%
Civil and Mineral Engineering	7	3.47%
Computer Science	5	2.48%
Criminology and Sociolegal Studies	1	0.50%
Curriculum, Teaching and Learning	12	5.94%
Drama, Theatre and Performance Studies	1	0.50%
Earth Sciences	1	0.50%
Ecology and Evolutionary Biology	1	0.50%
Electrical and Computer Engineering	7	3.47%
English	1	0.50%
Environment	1	0.50%
European, Russian, and Eurasian Studies	3	1.49%
Geography and Planning	2	0.99%
Global Affairs	1	0.50%
Health Policy, Management and Evaluation	8	3.96%
History	4	1.98%
Information	2	0.99%
Kinesiology and Physical Education	5	2.48%
Laboratory Medicine and Pathobiology	3	1.49%
Law	1	0.50%
Leadership, Higher and Adult Education	11	5.45%
Management	1	0.50%
Materials Science and Engineering	2	0.99%
Mathematics	1	0.50%
Mechanical and Industrial Engineering	6	2.97%
Medical Biophysics	3	1.49%
Medical Science	13	6.44%
Molecular Genetics	11	5.45%
Music	5	2.48%
Near and Middle Eastern Civilizations	2	0.99%
Nursing Science	1	0.50%
Nutritional Sciences	3	1.49%

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

**A total of 202 people registered for 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.)

<b>Department</b>	<b>Number of registrants</b>	<b>% of total registrants</b>
Pharmaceutical Sciences	1	0.50%
Pharmacology and Toxicology	8	3.96%
Physical and Environmental Sciences	1	0.50%
Physics	1	0.50%
Physiology	2	0.99%
Psychology	3	1.49%
Public Health Sciences	3	1.49%
Public Policy and Governance	2	0.99%
Rehabilitation Science	3	1.49%
Religion	2	0.99%
Social Justice Education	3	1.49%
Social Work	3	1.49%
Sociology	1	0.50%
Statistical Sciences	1	0.50%
Toronto School of Theology - Advanced Degree Students	1	0.50%
International Research Mobility Protocol	7	3.47%

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

**A total of 3689 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.)

<b>Department</b>	<b>Number of registrants</b>	<b>% of total registrants</b>
Aerospace Science and Engineering	22	0.60%
Anthropology	49	1.33%
Applied Psychology and Human Development	126	3.42%
Architecture, Landscape, and Design	24	0.65%
Art	23	0.62%
Astronomy and Astrophysics	2	0.05%
Biochemistry	30	0.81%
Biomaterials and Biomedical Engineering	47	1.27%
Cell and Systems Biology	10	0.27%
Chemical Engineering and Applied Chemistry	49	1.33%
Chemistry	56	1.52%
Cinema Studies	1	0.03%
Civil and Mineral Engineering	108	2.93%
Classics	1	0.03%
Comparative Literature	15	0.41%
Computer Science	24	0.65%
Criminology and Sociolegal Studies	23	0.62%
Curriculum, Teaching and Learning	366	9.92%
Dentistry	32	0.87%
Drama, Theatre and Performance Studies	10	0.27%
Earth Sciences	15	0.41%
East Asian Studies	14	0.38%
Ecology and Evolutionary Biology	14	0.38%
Economics	1	0.03%
Electrical and Computer Engineering	62	1.68%
English	11	0.30%
Environment	1	0.03%
European, Russian, and Eurasian Studies	14	0.38%
Forestry	13	0.35%
French Language and Literature	11	0.30%
Geography and Planning	76	2.06%
Global Affairs	13	0.35%
Health Policy, Management and Evaluation	144	3.90%
History	48	1.30%
History and Philosophy of Science and Technology	1	0.03%
Immunology	15	0.41%
Industrial Relations and Human Resources	4	0.11%
Information	80	2.17%
Italian Studies	5	0.14%
Kinesiology and Physical Education	34	0.92%
Laboratory Medicine and Pathobiology	100	2.71%
Law	38	1.03%
Leadership, Higher and Adult Education	345	9.35%

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

**A total of 3689 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.)

<b>Department</b>	<b>Number of registrants</b>	<b>% of total registrants</b>
Linguistics	17	0.46%
Management	95	2.58%
Management and Innovation (Division 2)	3	0.08%
Management and Innovation (Division 4)	16	0.43%
Materials Science and Engineering	5	0.14%
Mathematics	1	0.03%
Mechanical and Industrial Engineering	104	2.82%
Medical Biophysics	36	0.98%
Medical Science	105	2.85%
Molecular Genetics	68	1.84%
Museum Studies	16	0.43%
Music	62	1.68%
Near and Middle Eastern Civilizations	18	0.49%
Nursing Science	38	1.03%
Nutritional Sciences	5	0.14%
Occupational Science and Occupational Therapy	8	0.22%
Pharmaceutical Sciences	18	0.49%
Pharmacology and Toxicology	24	0.65%
Philosophy	5	0.14%
Physical and Environmental Sciences	66	1.79%
Physics	10	0.27%
Physiology	20	0.54%
Political Science	29	0.79%
Psychology	49	1.33%
Public Health Sciences	138	3.74%
Public Policy and Governance	11	0.30%
Rehabilitation Science	63	1.71%
Religion	15	0.41%
Social Justice Education	109	2.95%
Social Work	68	1.84%
Sociology	53	1.44%
Spanish	3	0.08%
Speech and Language Pathology	1	0.03%
Statistical Sciences	2	0.05%
Toronto School of Theology - Advanced Degree Students	48	1.30%
Women and Gender Studies	11	0.30%
International Research Mobility Protocol	253	6.86%
Other/Unknown	19	0.52%

**Table 6:** Percentage of prerecorded online workshop registration by department/group

**A total of 2194 people registered for GCAC prerecorded online workshops.** Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.)

<b>Department</b>	<b>Number of registrants</b>	<b>% of total registrants</b>
Aerospace Science and Engineering	3	0.14%
Anthropology	13	0.59%
Applied Psychology and Human Development	58	2.64%
Architecture, Landscape, and Design	1	0.05%
Art	38	1.73%
Astronomy and Astrophysics	9	0.41%
Biochemistry	31	1.41%
Biomaterials and Biomedical Engineering	24	1.09%
Cell and Systems Biology	14	0.64%
Chemical Engineering and Applied Chemistry	27	1.23%
Chemistry	96	4.38%
Civil and Mineral Engineering	39	1.78%
Comparative Literature	8	0.36%
Computer Science	15	0.68%
Criminology and Sociolegal Studies	13	0.59%
Curriculum, Teaching and Learning	192	8.75%
Dentistry	30	1.37%
Drama, Theatre and Performance Studies	22	1.00%
Earth Sciences	9	0.41%
East Asian Studies	10	0.46%
Ecology and Evolutionary Biology	18	0.82%
Electrical and Computer Engineering	50	2.28%
English	6	0.27%
European, Russian, and Eurasian Studies	7	0.32%
French Language and Literature	8	0.36%
Geography and Planning	39	1.78%
Global Affairs	25	1.14%
Health Policy, Management and Evaluation	92	4.19%
History	5	0.23%
History and Philosophy of Science and Technology	1	0.05%
Immunology	5	0.23%
Industrial Relations and Human Resources	2	0.09%
Information	58	2.64%
Kinesiology and Physical Education	4	0.18%
Laboratory Medicine and Pathobiology	71	3.24%
Law	21	0.96%
Leadership, Higher and Adult Education	212	9.66%
Linguistics	8	0.36%
Management	56	2.55%
Management and Innovation (Division 4)	27	1.23%
Materials Science and Engineering	2	0.09%
Mathematics	5	0.23%
Mechanical and Industrial Engineering	39	1.78%

**Table 6:** Percentage of prerecorded online workshop registration by department/group

**A total of 2194 people registered for GCAC prerecorded online workshops.** Please note: Our workshops are open to all members of the U of T community (graduate students, postdoctoral fellows, visiting scholars, etc.)

<b>Department</b>	<b>Number of registrants</b>	<b>% of total registrants</b>
Medical Biophysics	12	0.55%
Medical Science	50	2.28%
Medieval Studies	1	0.05%
Molecular Genetics	40	1.82%
Music	52	2.37%
Near and Middle Eastern Civilizations	6	0.27%
Nursing Science	14	0.64%
Nutritional Sciences	2	0.09%
Occupational Science and Occupational Therapy	10	0.46%
Pharmaceutical Sciences	22	1.00%
Pharmacology and Toxicology	15	0.68%
Philosophy	2	0.09%
Physical and Environmental Sciences	29	1.32%
Physics	14	0.64%
Physiology	11	0.50%
Political Science	38	1.73%
Psychology	46	2.10%
Public Health Sciences	114	5.20%
Public Policy and Governance	8	0.36%
Rehabilitation Science	26	1.19%
Religion	15	0.68%
Social Justice Education	48	2.19%
Social Work	98	4.47%
Sociology	12	0.55%
Spanish	10	0.46%
Speech and Language Pathology	2	0.09%
Toronto School of Theology - Advanced Degree Students	22	1.00%
International Research Mobility Protocol	45	2.05%
Other/Unknown	17	0.77%

**Table 7:** Percentage of Writing Centre appointments by department**A total of 624 students signed up for one-on-one consultations.**

<b>Department</b>	<b>Students appointments</b>	<b>% of total appointments</b>
Aerospace Science and Engineering	2	0.32%
Anthropology	5	0.80%
Applied Psychology and Human Development	25	4.01%
Architecture, Landscape, and Design	2	0.32%
Art	9	1.44%
Biochemistry	3	0.48%
Biomaterials and Biomedical Engineering	5	0.80%
Chemical Engineering and Applied Chemistry	5	0.80%
Chemistry	4	0.64%
Civil and Mineral Engineering	6	0.96%
Comparative Literature	4	0.64%
Computer Science	3	0.48%
Criminology and Sociolegal Studies	4	0.64%
Curriculum, Teaching and Learning	18	2.88%
Dentistry	10	1.60%
Drama, Theatre and Performance Studies	1	0.16%
East Asian Studies	15	2.40%
Ecology and Evolutionary Biology	2	0.32%
Economics	4	0.64%
Electrical and Computer Engineering	6	0.96%
English	11	1.76%
Forestry	4	0.64%
French Language and Literature	1	0.16%
Geography and Planning	17	2.72%
Germanic Languages and Literatures	9	1.44%
Global Affairs	8	1.28%
Health Policy, Management and Evaluation	33	5.29%
History	4	0.64%
History and Philosophy of Science and Technology	1	0.16%
Industrial Relations and Human Resources	20	3.21%
Information	12	1.92%
Institute of Health Policy, Management and Evaluation	1	0.16%
Kinesiology and Physical Education	7	1.12%
Laboratory Medicine and Pathobiology	9	1.44%
Language Studies	7	1.12%
Law	5	0.80%
Leadership, Higher and Adult Education	13	2.08%
Management	19	3.04%
Management and Innovation (Division 2)	4	0.64%
Materials Science and Engineering	2	0.32%
Mathematics	10	1.60%
Mechanical and Industrial Engineering	10	1.60%

**Table 7:** Percentage of Writing Centre appointments by department**A total of 624 students signed up for one-on-one consultations.**

<b>Department</b>	<b>Students appointments</b>	<b>% of total appointments</b>
Medical Biophysics	10	1.60%
Medical Science	21	3.37%
Medieval Studies	1	0.16%
Molecular Genetics	3	0.48%
Museum Studies	3	0.48%
Music	19	3.04%
Near and Middle Eastern Civilizations	5	0.80%
Nursing Science	17	2.72%
Nutritional Sciences	6	0.96%
Pharmaceutical Sciences	4	0.64%
Pharmacology and Toxicology	2	0.32%
Philosophy	1	0.16%
Physical and Environmental Sciences	1	0.16%
Physics	3	0.48%
Physiology	17	2.72%
Political Science	18	2.88%
Psychology	7	1.12%
Public Health Sciences	48	7.69%
Public Policy and Governance	4	0.64%
Rehabilitation Science	20	3.21%
Religion	5	0.80%
Social Justice Education	26	4.17%
Social Work	12	1.92%
Sociology	1	0.16%
Spanish	6	0.96%
Statistical Sciences	2	0.32%
Toronto School of Theology - Advanced Degree Students	18	2.88%
Women and Gender Studies	4	0.64%

**Table 8: 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 2023 - April 2024 academic year. In the Summer 2023 term (May-June) a total of **354 students registered** for our courses. In the Fall 2023 term (September-December) a total of **1605 students registered**. In the Winter 2024 term (January-April) a total of **542 students registered**.

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

Students from DIV 1 occupied **8.44%** of the spaces enrolled by graduate students over the three terms.

<b>Course Title</b>	<b>Spaces occupied by DIV 1 students</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by DIV 1 students</b>
Academic Conversation Skills	12	182	6.59%
Academic Conversation Skills Intensive Course	2	100	2.00%
Academic Writing 2: Focus on Grammar	4	43	9.30%
Academic Writing 3: Focus on Style	1	27	3.70%
Advanced Grammar for Multilingual Graduate Writers	8	100	8.00%
Becoming a Better Editor of Your Own Work (1/2/3/4)	5	31	16.13%
Graduate Writing 1: Establishing Your Foundation	37	403	9.18%
Graduate Writing 2: Deepening Your Expertise	19	185	10.27%
Navigating the Publishing Process	9	42	21.43%
Oral Presentation Skills	8	194	4.12%
Oral Presentation Skills Modular Course	3	139	2.16%
Prewriting Strategies for Developing and Organizing Your Ideas (1/2/3/4)	15	143	10.49%
Thesis Writing in the Humanities and Social Sciences (1/2)	15	64	23.44%
Understanding the Research Article: Reading Towards Writing (3/4)	4	22	18.18%
Writing CIHR Proposals - Writing Intensive	2	181	1.10%
Writing NSERC Proposals - Writing Intensive	1	188	0.53%
Writing SSHRC Proposals	7	28	25.00%
Writing SSHRC Proposals - Writing Intensive	57	241	23.65%
Writing SSHRC Proposals for Master's Students	2	19	10.53%

**Humanities Summary**

Spaces occupied by Division 1 students	<b>211</b>
Total 2023-24 course enrolment	<b>2501</b>
% of course enrolment occupied by Division 1 students	<b>8.44%</b>

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

<b>Department</b>	<b>Course</b>	<b>Spaces occupied by dept</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by dept</b>
<b>Art</b>	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	5	403	1.24%
	Graduate Writing 2: Deepening Your Expertise	5	185	2.70%
	Navigating the Publishing Process	2	42	4.76%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing SSHRC Proposals - Writing Intensive	4	241	1.66%
<b>Cinema Studies</b>	Writing SSHRC Proposals	2	28	7.14%
	Writing SSHRC Proposals for Master's Students	1	241	0.41%
<b>Comparative Literature</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Navigating the Publishing Process	1	42	2.38%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
	Writing SSHRC Proposals for Master's Students	1	19	5.26%
<b>Drama, Theatre and Performance Studies</b>	Academic Conversation Skills Intensive Course	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	1	42	2.38%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	3	241	1.24%
<b>East Asian Studies</b>	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	1	194	0.52%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
<b>English</b>	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing SSHRC Proposals - Writing Intensive	12	241	4.98%

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

<b>Department</b>	<b>Course</b>	<b>Spaces occupied by dept</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by dept</b>
<b>French Language</b>	Academic Conversation Skills	1	182	0.55%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Germanic Languages and Literatures</b>	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
<b>History</b>	Academic Conversation Skills	1	182	0.55%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	3	241	1.24%
<b>History and Philosophy of Science and Technology</b>	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Italian Studies</b>	Academic Conversation Skills	1	182	0.55%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Academic Writing 3: Focus on Style	1	27	3.70%
	Writing SSHRC Proposals	1	28	3.57%
<b>Linguistics</b>	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Writing SSHRC Proposals - Writing Intensive	3	241	1.24%
<b>Medieval Studies</b>	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
<b>Museum Studies</b>	Navigating the Publishing Process	1	42	2.38%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Music</b>	Academic Conversation Skills	5	182	2.75%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	13	403	3.23%
	Graduate Writing 2: Deepening Your Expertise	6	185	3.24%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	3	194	1.55%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Humanities and Social Sciences	4	64	6.25%
	Understanding the Research Article: Reading Towards Writing	2	22	9.09%
	Writing SSHRC Proposals	1	28	3.57%
Writing SSHRC Proposals - Writing Intensive	7	241	2.90%	
<b>Near and Middle Eastern Civilizations</b>	Academic Conversation Skills	1	182	0.55%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Navigating the Publishing Process	2	42	4.76%
	Oral Presentation Skills	1	194	0.52%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Humanities and Social Sciences	3	64	4.69%
	Writing SSHRC Proposals - Writing Intensive	4	241	1.66%
<b>Philosophy</b>	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	4	241	1.66%
<b>Religion</b>	Academic Conversation Skills	2	182	1.10%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	6	403	1.49%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Oral Presentation Skills	1	194	0.52%
	Thesis Writing in the Humanities and Social Sciences	2	64	3.13%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing SSHRC Proposals - Writing Intensive	6	241	2.49%
<b>Slavic Languages and Literatures</b>	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%

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

<b>Department</b>	<b>Course</b>	<b>Spaces occupied by dept</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by dept</b>
<b>Spanish</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Spanish &amp; Portuguese</b>	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
<b>Toronto School of Theology - Advanced Degree Students</b>	Academic Conversation Skills	1	182	0.55%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
<b>Women and Gender Studies</b>	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%

**Table 9: 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 2023 - April 2024 academic year. In the Summer 2023 term (May-June) a total of **354 students registered** for our courses. In the Fall 2023 term (September-December) a total of **1605 students registered**. In the Winter 2024 term (January-April) a total of **542 students registered**.

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

Students from DIV 2 occupied **40.78%** of the spaces enrolled by graduate students over the three terms.

Course Title	Spaces occupied by DIV 2 students	Total 2023-24 course enrolment	% of course enrolment occupied by DIV 2 students
Academic Conversation Skills	80	182	43.96%
Academic Conversation Skills Intensive Course	49	100	49.00%
Academic Writing 1: Focus on Essentials	14	42	33.33%
Academic Writing 2: Focus on Grammar	15	43	34.88%
Academic Writing 3: Focus on Style	10	27	37.04%
Advanced Grammar for Multilingual Graduate Writers	40	100	40.00%
Becoming a Better Editor of Your Own Work (1/2/3/4)	12	31	38.71%
Graduate Writing 1: Establishing Your Foundation	179	403	44.42%
Graduate Writing 2: Deepening Your Expertise	74	185	40.00%
Introduction to Science Journalism	5	42	11.90%
Navigating the Publishing Process	26	42	61.90%
Oral Presentation Skills	86	194	44.33%
Oral Presentation Skills Modular Course	71	139	51.08%
Prewriting Strategies for Developing and Organizing Your Ideas (1/2/3/4)	65	143	45.45%
Thesis Writing in the Humanities and Social Sciences (1/2)	40	64	62.50%
Understanding the Research Article: Reading Towards Writing (3/4)	8	22	36.36%
Writing CIHR Proposals	3	37	8.11%
Writing CIHR Proposals - Writing Intensive	37	181	20.44%
Writing NSERC Proposals	1	19	5.26%
Writing NSERC Proposals - Writing Intensive	28	188	14.89%
Writing SSHRC Proposals	16	28	57.14%
Writing SSHRC Proposals - Writing Intensive	146	241	60.58%
Writing SSHRC Proposals for Master's Students	15	19	78.95%

#### **Social Sciences Summary**

Spaces occupied by Division 2 students	<b>1020</b>
Total 2023-24 course enrolment	<b>2501</b>
% of course enrolment occupied by Division 2 students	<b>40.78%</b>

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Anthropology</b>	Academic Conversation Skills	2	182	1.10%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	6	241	2.49%
	Writing SSHRC Proposals for Master's Students	1	19	5.26%
<b>Applied Psychology and Human Development</b>	Academic Conversation Skills	7	182	3.85%
	Academic Conversation Skills Intensive Course	12	100	12.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	15	403	3.72%
	Graduate Writing 2: Deepening Your Expertise	11	185	5.95%
	Navigating the Publishing Process	3	42	7.14%
	Oral Presentation Skills	6	194	3.09%
	Oral Presentation Skills Modular Course	4	139	2.88%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	6	181	3.31%
	Writing NSERC Proposals - Writing Intensive	6	188	3.19%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	16	241	6.64%
	Writing SSHRC Proposals for Master's Students	3	19	15.79%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Architecture, Landscape, and Design</b>	Academic Conversation Skills	1	182	0.55%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	4	403	0.99%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	2	42	4.76%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	4	241	1.66%
	Writing SSHRC Proposals for Master's Students	2	19	10.53%
<b>Criminology and Sociolegal Studies</b>	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Curriculum, Teaching and Learning</b>	Academic Conversation Skills	14	182	7.69%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	2	42	4.76%
	Academic Writing 2: Focus on Grammar	3	43	6.98%
	Academic Writing 3: Focus on Style	3	27	11.11%
	Advanced Grammar for Multilingual Graduate Writers	11	100	11.00%
	Becoming a Better Editor of Your Own Work	4	31	12.90%
	Graduate Writing 1: Establishing Your Foundation	32	403	7.94%
	Graduate Writing 2: Deepening Your Expertise	8	185	4.32%
	Introduction to Science Journalism	1	42	2.38%
	Navigating the Publishing Process	3	42	7.14%
	Oral Presentation Skills	15	194	7.73%
	Oral Presentation Skills Modular Course	13	139	9.35%
	Prewriting Strategies for Developing and Organizing Your Ideas	11	143	7.69%
	Thesis Writing in the Humanities and Social Sciences	12	64	18.75%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
	Writing SSHRC Proposals	5	28	17.86%
	Writing SSHRC Proposals - Writing Intensive	19	241	7.88%
Writing SSHRC Proposals for Master's Students	1	19	5.26%	
<b>Economics</b>	Academic Writing 3: Focus on Style	1	27	3.70%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Introduction to Science Journalism	1	42	2.38%
	Oral Presentation Skills	3	194	1.55%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>European, Russian, and Eurasian Studies</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	4	403	0.99%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
	Writing SSHRC Proposals for Master's Students	1	19	5.26%
<b>Geography and Planning</b>	Academic Conversation Skills	3	182	1.65%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	4	143	2.80%
	Thesis Writing in the Humanities and Social Sciences	3	64	4.69%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
	Writing SSHRC Proposals - Writing Intensive	8	241	3.32%
Writing SSHRC Proposals for Master's Students	4	19	21.05%	
<b>Global Affairs</b>	Academic Conversation Skills	1	182	0.55%
	Academic Conversation Skills Intensive Course	5	100	5.00%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	3	139	2.16%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Industrial Relations and Human Resources</b>	Academic Conversation Skills	2	182	1.10%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Introduction to Science Journalism	1	42	2.38%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%
	Writing SSHRC Proposals for Master's Students	1	19	5.26%
<b>Information</b>	Academic Conversation Skills	7	182	3.85%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Academic Writing 3: Focus on Style	1	27	3.70%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	17	403	4.22%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Navigating the Publishing Process	3	42	7.14%
	Oral Presentation Skills	10	194	5.15%
	Oral Presentation Skills Modular Course	7	139	5.04%
	Prewriting Strategies for Developing and Organizing Your Ideas (all divisions)	7	143	4.90%
	Thesis Writing in the Humanities and Social Sciences	5	64	7.81%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	10	241	4.15%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Law</b>	Academic Conversation Skills	7	182	3.85%
	Academic Conversation Skills Intensive Course	4	100	4.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	10	403	2.48%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing SSHRC Proposals - Writing Intensive	3	241	1.24%
	Writing SSHRC Proposals for Master's Students	1	19	5.26%
<b>Leadership, Higher and Adult Education</b>	Academic Conversation Skills	14	182	7.69%
	Academic Conversation Skills Intensive Course	11	100	11.00%
	Academic Writing 1: Focus on Essentials	3	42	7.14%
	Academic Writing 2: Focus on Grammar	3	43	6.98%
	Academic Writing 3: Focus on Style	2	27	7.41%
	Advanced Grammar for Multilingual Graduate Writers	4	100	4.00%
	Becoming a Better Editor of Your Own Work (all divisions)	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	24	403	5.96%
	Graduate Writing 2: Deepening Your Expertise	14	185	7.57%
	Introduction to Science Journalism	1	42	2.38%
	Navigating the Publishing Process	4	42	9.52%
	Oral Presentation Skills	9	194	4.64%
	Oral Presentation Skills Modular Course	6	139	4.32%
	Prewriting Strategies for Developing and Organizing Your Ideas	13	143	9.09%
	Thesis Writing in the Humanities and Social Sciences	7	64	10.94%
	Understanding the Research Article: Reading Towards Writing	3	22	13.64%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
	Writing SSHRC Proposals	4	28	14.29%
Writing SSHRC Proposals - Writing Intensive	32	241	13.28%	
Writing SSHRC Proposals for Master's Students	1	19	5.26%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Management</b>	Academic Conversation Skills	13	182	7.14%
	Academic Conversation Skills Intensive Course	3	100	3.00%
	Academic Writing 1: Focus on Essentials	3	42	7.14%
	Academic Writing 2: Focus on Grammar	3	43	6.98%
	Advanced Grammar for Multilingual Graduate Writers	7	100	7.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	20	403	4.96%
	Graduate Writing 2: Deepening Your Expertise	7	185	3.78%
	Oral Presentation Skills	20	194	10.31%
	Oral Presentation Skills Modular Course	15	139	10.79%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Management and Innovation</b>	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
<b>Political Science</b>	Academic Conversation Skills	1	182	0.55%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Academic Writing 3: Focus on Style	1	27	3.70%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	4	403	0.99%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Humanities and Social Sciences	3	64	4.69%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals	2	28	7.14%
Writing SSHRC Proposals - Writing Intensive	9	241	3.73%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Public Policy and Governance</b>	Academic Conversation Skills Intensive Course	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	3	139	2.16%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Social Justice Education</b>	Academic Conversation Skills	7	182	3.85%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Academic Writing 3: Focus on Style	2	27	7.41%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	16	403	3.97%
	Graduate Writing 2: Deepening Your Expertise	10	185	5.41%
	Introduction to Science Journalism	1	42	2.38%
	Navigating the Publishing Process	5	42	11.90%
	Oral Presentation Skills	6	194	3.09%
	Oral Presentation Skills Modular Course	3	139	2.16%
	Prewriting Strategies for Developing and Organizing Your Ideas	5	143	3.50%
	Thesis Writing in the Humanities and Social Sciences	6	64	9.38%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	5	181	2.76%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	16	241	6.64%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Social Work</b>	Academic Conversation Skills Intensive Course	5	100	5.00%
	Academic Writing 1: Focus on Essentials	2	42	4.76%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	14	403	3.47%
	Graduate Writing 2: Deepening Your Expertise	6	185	3.24%
	Oral Presentation Skills Modular Course	5	139	3.60%
	Prewriting Strategies for Developing and Organizing Your Ideas	4	143	2.80%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	7	181	3.87%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	10	241	4.15%
<b>Sociology</b>	Academic Conversation Skills	1	182	0.55%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	3	42	7.14%
	Prewriting Strategies for Developing and Organizing Your Ideas (all divisions)	1	143	0.70%
	Thesis Writing in the Humanities and Social Sciences	2	64	3.13%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	3	241	1.24%

**Table 10: 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 2023 - April 2024 academic year. In the Summer 2023 term (May-June) a total of **354 students registered** for our courses. In the Fall 2023 term (September-December) a total of **1605 students registered**. In the Winter 2024 term (January-April) a total of **542 students registered**.

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

Students from DIV 3 occupied **21.99%** of the spaces enrolled by graduate students over the three terms.

<b>Course Title</b>	<b>Spaces occupied by DIV 3 students</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by DIV 3 students</b>
Academic Conversation Skills	53	182	29.12%
Academic Conversation Skills Intensive Course	33	100	33.00%
Academic Writing 1: Focus on Essentials	14	42	33.33%
Academic Writing 2: Focus on Grammar	13	43	30.23%
Academic Writing 3: Focus on Style	9	27	33.33%
Advanced Grammar for Multilingual Graduate Writers	22	100	22.00%
Becoming a Better Editor of Your Own Work (1/2/3/4)	7	31	22.58%
Graduate Writing 1: Establishing Your Foundation	96	403	23.82%
Graduate Writing 2: Deepening Your Expertise	44	185	23.78%
Introduction to Science Journalism	12	42	28.57%
Navigating the Publishing Process	2	42	4.76%
Oral Presentation Skills	48	194	24.74%
Oral Presentation Skills Modular Course	20	139	14.39%
Prewriting Strategies for Developing and Organizing Your Ideas (1/2/3/4)	26	143	18.18%
Thesis Writing in the Humanities and Social Sciences (1/2)	2	64	3.13%
Thesis Writing in the Physical and Life Sciences (3/4)	8	29	27.59%
Understanding the Research Article: Reading Towards Writing (3/4)	8	22	36.36%
Writing CIHR Proposals - Writing Intensive	21	181	11.60%
Writing NSERC Proposals	12	19	63.16%
Writing NSERC Proposals - Writing Intensive	96	188	51.06%
Writing SSHRC Proposals	1	28	3.57%
Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
Writing SSHRC Proposals for Master's Students	1	19	5.26%

### **Physical Sciences Summary**

Spaces occupied by Division 3 students	<b>550</b>
Total 2023-24 course enrolment	<b>2501</b>
% of course enrolment occupied by Division 3 students	<b>21.99%</b>

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Aerospace Science and Engineering</b>				
	Academic Conversation Skills	1	182	0.55%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	7	403	1.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	4	194	2.06%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Understanding the Research Article: Reading Towards Writing	2	22	9.09%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals - Writing Intensive	11	188	5.85%
<b>Astronomy and Astrophysics</b>				
	Graduate Writing 1: Establishing Your Foundation	4	403	0.99%
	Introduction to Science Journalism	1	42	2.38%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
<b>Biomaterials and Biomedical Engineering</b>				
	Academic Conversation Skills	4	182	2.20%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Introduction to Science Journalism	1	42	2.38%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Writing CIHR Proposals - Writing Intensive	3	181	1.66%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	13	188	6.91%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Chemical Engineering and Applied Chemistry</b>	Academic Conversation Skills	3	182	1.65%
	Academic Writing 1: Focus on Essentials	2	42	4.76%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	5	185	2.70%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	5	188	2.66%
	<b>Chemistry</b>	Academic Conversation Skills	1	182
Academic Conversation Skills Intensive Course		1	100	1.00%
Academic Writing 1: Focus on Essentials		1	42	2.38%
Advanced Grammar for Multilingual Graduate Writers		1	100	1.00%
Graduate Writing 1: Establishing Your Foundation		5	403	1.24%
Graduate Writing 2: Deepening Your Expertise		1	185	0.54%
Oral Presentation Skills		2	194	1.03%
Oral Presentation Skills Modular Course		1	139	0.72%
Writing CIHR Proposals - Writing Intensive		3	181	1.66%
Writing NSERC Proposals		1	19	5.26%
Writing NSERC Proposals - Writing Intensive		8	188	4.26%
Writing SSHRC Proposals for Master's Students	1	19	5.26%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Civil and Mineral Engineering</b>	Academic Conversation Skills	5	182	2.75%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	2	43	4.65%
	Academic Writing 3: Focus on Style	3	27	11.11%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	14	403	3.47%
	Graduate Writing 2: Deepening Your Expertise	6	185	3.24%
	Introduction to Science Journalism	2	42	4.76%
	Oral Presentation Skills	6	194	3.09%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	5	143	3.50%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals	2	19	10.53%
	Writing NSERC Proposals - Writing Intensive	12	188	6.38%
<b>Computer Science</b>	Academic Conversation Skills	2	182	1.10%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals	2	19	10.53%
	Writing NSERC Proposals - Writing Intensive	4	188	2.13%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Earth Sciences</b>	Academic Conversation Skills	2	182	1.10%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
Writing NSERC Proposals - Writing Intensive	1	188	0.53%	
<b>Electrical and Computer Engineering</b>	Academic Conversation Skills	16	182	8.79%
	Academic Conversation Skills Intensive Course	6	100	6.00%
	Academic Writing 1: Focus on Essentials	6	42	14.29%
	Academic Writing 2: Focus on Grammar	4	43	9.30%
	Academic Writing 3: Focus on Style	6	27	22.22%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	18	403	4.47%
	Graduate Writing 2: Deepening Your Expertise	11	185	5.95%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	7	194	3.61%
	Oral Presentation Skills Modular Course	6	139	4.32%
	Prewriting Strategies for Developing and Organizing Your Ideas	5	143	3.50%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals	2	19	10.53%
	Writing NSERC Proposals - Writing Intensive	9	188	4.79%
<b>Environment</b>	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
<b>Materials Science and Engineering</b>	Academic Conversation Skills Intensive Course	1	100	1.00%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	7	403	1.74%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
Writing NSERC Proposals - Writing Intensive	4	188	2.13%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Mathematical Finance</b>	Academic Conversation Skills Intensive Course	2	100	2.00%
<b>Mathematics</b>	Academic Conversation Skills	2	182	1.10%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Oral Presentation Skills	1	194	0.52%
	Writing NSERC Proposals - Writing Intensive	4	188	2.13%
<b>Mechanical and Industrial Engineering</b>	Academic Conversation Skills	12	182	6.59%
	Academic Conversation Skills Intensive Course	13	100	13.00%
	Academic Writing 1: Focus on Essentials	3	42	7.14%
	Academic Writing 2: Focus on Grammar	5	43	11.63%
	Advanced Grammar for Multilingual Graduate Writers	4	100	4.00%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	25	403	6.20%
	Graduate Writing 2: Deepening Your Expertise	7	185	3.78%
	Introduction to Science Journalism	1	42	2.38%
	Oral Presentation Skills	12	194	6.19%
	Oral Presentation Skills Modular Course	3	139	2.16%
	Prewriting Strategies for Developing and Organizing Your Ideas	4	143	2.80%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals	2	19	10.53%
	Writing NSERC Proposals - Writing Intensive	18	188	9.57%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Physical and Environmental Sciences</b>	Academic Conversation Skills	4	182	2.20%
	Advanced Grammar for Multilingual Graduate Writers	4	100	4.00%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Introduction to Science Journalism	7	42	16.67%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	3	194	1.55%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Understanding the Research Article: Reading Towards Writing	3	22	13.64%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
<b>Physics</b>	Academic Conversation Skills	1	182	0.55%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	2	194	1.03%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
Writing NSERC Proposals - Writing Intensive	5	188	2.66%	
<b>Statistical Sciences</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%

**Table 11: 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 2023 - April 2024 academic year. In the Summer 2023 term (May-June) a total of **354 students registered** for our courses. In the Fall 2023 term (September-December) a total of **1605 students registered**. In the Winter 2024 term (January-April) a total of **542 students registered**.

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

Students from DIV 4 occupied **28.79%** of the spaces enrolled by graduate students over the three terms.

<b>Course Title</b>	<b>Spaces occupied by DIV 4 students</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by DIV 4 students</b>
Academic Conversation Skills	37	182	20.33%
Academic Conversation Skills Intensive Course	16	100	16.00%
Academic Writing 1: Focus on Essentials	14	42	33.33%
Academic Writing 2: Focus on Grammar	11	43	25.58%
Academic Writing 3: Focus on Style	7	27	25.93%
Advanced Grammar for Multilingual Graduate Writers	30	100	30.00%
Becoming a Better Editor of Your Own Work (1/2/3/4)	7	31	22.58%
Graduate Writing 1: Establishing Your Foundation	91	403	22.58%
Graduate Writing 2: Deepening Your Expertise	48	185	25.95%
Introduction to Science Journalism	25	42	59.52%
Navigating the Publishing Process	5	42	11.90%
Oral Presentation Skills	52	194	26.80%
Oral Presentation Skills Modular Course	45	139	32.37%
Prewriting Strategies for Developing and Organizing Your Ideas (1/2/3/4)	37	143	25.87%
Thesis Writing in the Humanities and Social Sciences (1/2)	7	64	10.94%
Thesis Writing in the Physical and Life Sciences (3/4)	21	29	72.41%
Understanding the Research Article: Reading Towards Writing (3/4)	2	22	9.09%
Writing CIHR Proposals	34	37	91.89%
Writing CIHR Proposals - Writing Intensive	121	181	66.85%
Writing NSERC Proposals	6	19	31.58%
Writing NSERC Proposals - Writing Intensive	63	188	33.51%
Writing SSHRC Proposals	4	28	14.29%
Writing SSHRC Proposals - Writing Intensive	36	241	14.94%
Writing SSHRC Proposals for Master's Students	1	19	5.26%

#### **Life Sciences Summary**

Spaces occupied by Division 4 students	<b>720</b>
Total 2023-24 course enrolment	<b>2501</b>
% of course enrolment occupied by Division 4 students	<b>28.79%</b>

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Biochemistry</b>	Academic Conversation Skills	1	182	0.55%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Introduction to Science Journalism	1	42	2.38%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
<b>Cell and Systems Biology</b>	Academic Conversation Skills	1	182	0.55%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	4	403	0.99%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Introduction to Science Journalism	3	42	7.14%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	5	188	2.66%
<b>Dentistry</b>	Academic Conversation Skills	1	182	0.55%
	Academic Conversation Skills Intensive Course	1	100	1.00%
	Advanced Grammar for Multilingual Graduate Writers	2	100	2.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	3	181	1.66%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Ecology and Evolutionary Biology</b>	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	4	185	2.16%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
<b>Forestry</b>	Academic Conversation Skills	3	182	1.65%
	Academic Writing 1: Focus on Essentials	2	42	4.76%
	Academic Writing 2: Focus on Grammar	2	43	4.65%
	Academic Writing 3: Focus on Style	1	27	3.70%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	1	241	0.41%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Health Policy, Management and Evaluation</b>	Academic Conversation Skills	8	182	4.40%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	4	42	9.52%
	Academic Writing 2: Focus on Grammar	3	43	6.98%
	Academic Writing 3: Focus on Style	2	27	7.41%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Becoming a Better Editor of Your Own Work	2	31	6.45%
	Graduate Writing 1: Establishing Your Foundation	10	403	2.48%
	Graduate Writing 2: Deepening Your Expertise	5	185	2.70%
	Oral Presentation Skills	8	194	4.12%
	Oral Presentation Skills Modular Course	3	139	2.16%
	Prewriting Strategies for Developing and Organizing Your Ideas	4	143	2.80%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals	14	37	37.84%
	Writing CIHR Proposals - Writing Intensive	21	181	11.60%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals	2	28	7.14%
	Writing SSHRC Proposals - Writing Intensive	6	241	2.49%
<b>Immunology</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Introduction to Science Journalism	1	42	2.38%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals - Writing Intensive	5	188	2.66%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Kinesiology and Physical Education</b>	Academic Conversation Skills	1	182	0.55%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals	1	28	3.57%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Laboratory Medicine and Pathobiology</b>	Academic Conversation Skills	1	182	0.55%
	Graduate Writing 1: Establishing Your Foundation	9	403	2.23%
	Graduate Writing 2: Deepening Your Expertise	4	185	2.16%
	Introduction to Science Journalism	4	42	9.52%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	5	194	2.58%
	Oral Presentation Skills Modular Course	5	139	3.60%
	Prewriting Strategies for Developing and Organizing Your Ideas	4	143	2.80%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Understanding the Research Article: Reading Towards Writing	1	22	4.55%
	Writing CIHR Proposals	2	37	5.41%
	Writing CIHR Proposals - Writing Intensive	6	181	3.31%
	Writing NSERC Proposals - Writing Intensive	2	188	1.06%
<b>Management and Innovation</b>	Academic Conversation Skills Intensive Course	3	100	3.00%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Navigating the Publishing Process	2	42	4.76%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	1	139	0.72%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Medical Biophysics</b>	Academic Conversation Skills	6	182	3.30%
	Academic Conversation Skills Intensive Course	3	100	3.00%
	Academic Writing 1: Focus on Essentials	4	42	9.52%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	1	403	0.25%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Introduction to Science Journalism	3	42	7.14%
	Oral Presentation Skills	6	194	3.09%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Physical and Life Sciences	3	29	10.34%
	Writing CIHR Proposals	6	37	16.22%
	Writing CIHR Proposals - Writing Intensive	13	181	7.18%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	7	188	3.72%
<b>Medical Science</b>	Academic Conversation Skills	4	182	2.20%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	2	42	4.76%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	6	100	6.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	9	403	2.23%
	Graduate Writing 2: Deepening Your Expertise	5	185	2.70%
	Oral Presentation Skills	10	194	5.15%
	Oral Presentation Skills Modular Course	5	139	3.60%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals	4	37	10.81%
	Writing CIHR Proposals - Writing Intensive	15	181	8.29%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
Writing SSHRC Proposals for Master's Students	1	19	5.26%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Molecular Genetics</b>	Academic Conversation Skills	2	182	1.10%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Graduate Writing 1: Establishing Your Foundation	5	403	1.24%
	Graduate Writing 2: Deepening Your Expertise	3	185	1.62%
	Introduction to Science Journalism	6	42	14.29%
	Oral Presentation Skills	4	194	2.06%
	Oral Presentation Skills Modular Course	4	139	2.88%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals - Writing Intensive	5	181	2.76%
	Writing NSERC Proposals - Writing Intensive	5	188	2.66%
	Writing SSHRC Proposals - Writing Intensive	2	241	0.83%
<b>Nursing Science</b>	Academic Conversation Skills	1	182	0.55%
	Academic Writing 2: Focus on Grammar	2	43	4.65%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	6	403	1.49%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Introduction to Science Journalism	1	42	2.38%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals - Writing Intensive	1	188	0.53%
	Writing SSHRC Proposals - Writing Intensive	4	241	1.66%
<b>Nutritional Sciences</b>	Graduate Writing 1: Establishing Your Foundation	2	403	0.50%
	Navigating the Publishing Process	1	42	2.38%
	Oral Presentation Skills	2	194	1.03%
	Prewriting Strategies for Developing and Organizing Your Ideas	1	143	0.70%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals - Writing Intensive	1	181	0.55%

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Occupational Science and Occupational Therapy</b>	Introduction to Science Journalism	1	42	2.38%
	Oral Presentation Skills	1	194	0.52%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
<b>Pharmaceutical Sciences</b>	Academic Conversation Skills	1	182	0.55%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	5	403	1.24%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	3	143	2.10%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals - Writing Intensive	5	188	2.66%
Writing SSHRC Proposals - Writing Intensive	3	241	1.24%	
<b>Pharmacology and Toxicology</b>	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Introduction to Science Journalism	2	42	4.76%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%

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

<b>Department</b>	<b>Course</b>	<b>Spaces occupied by dept</b>	<b>Total 2023-24 course enrolment</b>	<b>% of course enrolment occupied by dept</b>
<b>Physiology</b>	Academic Conversation Skills	2	182	1.10%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Advanced Grammar for Multilingual Graduate Writers	3	100	3.00%
	Graduate Writing 1: Establishing Your Foundation	3	403	0.74%
	Graduate Writing 2: Deepening Your Expertise	1	185	0.54%
	Oral Presentation Skills	2	194	1.03%
	Oral Presentation Skills Modular Course	1	139	0.72%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Physical and Life Sciences	2	29	6.90%
	Writing CIHR Proposals	2	37	5.41%
	Writing CIHR Proposals - Writing Intensive	5	181	2.76%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
Writing SSHRC Proposals - Writing Intensive	1	241	0.41%	
<b>Psychology</b>	Advanced Grammar for Multilingual Graduate Writers	1	100	1.00%
	Graduate Writing 1: Establishing Your Foundation	6	403	1.49%
	Graduate Writing 2: Deepening Your Expertise	2	185	1.08%
	Oral Presentation Skills	2	194	1.03%
	Prewriting Strategies for Developing and Organizing Your Ideas	2	143	1.40%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	2	181	1.10%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	8	188	4.26%
Writing SSHRC Proposals - Writing Intensive	6	241	2.49%	

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

Department	Course	Spaces occupied by dept	Total 2023-24 course enrolment	% of course enrolment occupied by dept
<b>Public Health Sciences</b>	Academic Conversation Skills	5	182	2.75%
	Academic Conversation Skills Intensive Course	2	100	2.00%
	Academic Writing 1: Focus on Essentials	1	42	2.38%
	Academic Writing 2: Focus on Grammar	1	43	2.33%
	Academic Writing 3: Focus on Style	3	27	11.11%
	Advanced Grammar for Multilingual Graduate Writers	5	100	5.00%
	Becoming a Better Editor of Your Own Work	1	31	3.23%
	Graduate Writing 1: Establishing Your Foundation	11	403	2.73%
	Graduate Writing 2: Deepening Your Expertise	4	185	2.16%
	Introduction to Science Journalism	3	42	7.14%
	Oral Presentation Skills	3	194	1.55%
	Oral Presentation Skills Modular Course	8	139	5.76%
	Prewriting Strategies for Developing and Organizing Your Ideas	5	143	3.50%
	Thesis Writing in the Humanities and Social Sciences	4	64	6.25%
	Writing CIHR Proposals	2	37	5.41%
	Writing CIHR Proposals - Writing Intensive	21	181	11.60%
	Writing NSERC Proposals - Writing Intensive	6	188	3.19%
	Writing SSHRC Proposals	1	28	3.57%
Writing SSHRC Proposals - Writing Intensive	7	241	2.90%	
<b>Rehabilitation Science</b>	Academic Conversation Skills Intensive Course	1	100	1.00%
	Academic Writing 3: Focus on Style	1	27	3.70%
	Graduate Writing 1: Establishing Your Foundation	5	403	1.24%
	Graduate Writing 2: Deepening Your Expertise	5	185	2.70%
	Oral Presentation Skills Modular Course	2	139	1.44%
	Prewriting Strategies for Developing and Organizing Your Ideas	5	143	3.50%
	Thesis Writing in the Humanities and Social Sciences	1	64	1.56%
	Thesis Writing in the Physical and Life Sciences	1	29	3.45%
	Writing CIHR Proposals	1	37	2.70%
	Writing CIHR Proposals - Writing Intensive	4	181	2.21%
	Writing NSERC Proposals	1	19	5.26%
	Writing NSERC Proposals - Writing Intensive	3	188	1.60%
Writing SSHRC Proposals - Writing Intensive	3	241	1.24%	

**Workshops/Guest Lectures on U of T Campus  
Given by GCAC Faculty during the 2023-24 Academic Year**

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

**Dr. 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 6, 2023	New College "Creating Knowledge" Event "ChatGPT and University Writing" Attendance: 80
October 3, 2023	Dentistry "Preparing to Write a Research Article" Attendance: 25
October 19, 2023	Music "Prewriting Strategies" Attendance: 10
October 30, 2023	Music "Preparing to Write an Annotated Bibliography" Attendance: 10
November 1, 2023	Medical Genomics "An Introduction to Rhetoric and the Rhetoric of Science" Attendance: 21
November 6, 2023	Music "Preparing to Write a Thesis Proposal" Attendance: 15
January 24, 2024	Sick Children's Hospital "Preparing to Write Research Articles" Attendance: 20
February 8, 2024	U of T Mississauga Writing Instructors "Deskilling and Chat GPT" Attendance: 25
February 28, 2024	Centre for Teaching Support & Innovation Faculty/Staff "Deskilling and Chat GPT" Attendance: 60

**Dr. Katie Fry**Guest Lectures Given by Invitation within Specific Courses/Graduate Units

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

May 15, 2023	Dalla Lana School of Public Health "Writing Grant Proposals for Master's Students" Attendance: 13
May 18, 2023	Dalla Lana School of Public Health "Writing Grant Proposals for Doctoral Students" Attendance: 14
June 6, 2023	Dalla Lana School of Public Health "Writing SSHRC Proposals for Health Sciences Students" Attendance: 10
October 30, 2023	Dalla Lana School of Public Health "Public Speaking and Oral Presentation Skills" Attendance: 22
November 21, 2023	Institute of Medical Science "Applying for a CGS-M" Attendance: 21
February 14, 2024	U of T Librarians' Research Retreat "Writing Abstracts" Attendance: 20

**Dr. Jordana Lobo-Pires**Guest Lectures Given by Invitation within Specific Courses/Graduate Units

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

October 4, 2023	Occupational Therapy "Effective Academic Writing" Attendance: 140
-----------------	---

**Dr. Adeiza Isiaka**Guest Lectures Given by Invitation within Specific Courses/Graduate Units

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

December 5, 2023	St. Michael's Hospital "Navigating the Writing Process" Attendance: 15
February 14, 2024	U of T Librarians' Research Retreat "Selecting a Journal for Submitting Research Articles" Attendance: 21

April 4, 2024            New College African Studies Programs  
                                  “New Cultures, Styles and Social Belongings in African Youth Languages”  
                                  Attendance: 24

**Dr. Fiona Coll**

Guest Lectures Given by Invitation within Specific Courses/Graduate Units

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

December 1, 2023        Institute for Pandemics  
                                  “Strategies for Effective Written Communication”  
                                  Attendance: 30

January 22, 2024        Psychology  
                                  “Generating Constructive Feedback”  
                                  Attendance: 36

February 12, 2024      Psychology  
                                  “Embracing Oral Presentations”  
                                  Attendance: 36

Centre for Graduate Mentorship and Supervision (CGMS)

School of Graduate Studies

University of Toronto

Annual Report: July 2023 – June 2024

## Table of Contents

<b>About the Centre for Graduate Mentorship and Supervision (CGMS)</b> .....	3
<b>Executive Summary</b> .....	3
<b>Who Did We Assist?</b> .....	3
<b>Why Did They Contact Us?</b> .....	5
<b>How Did We Help?</b> .....	6
<b>Observations and Reflections</b> .....	7
<b>Impact of Academic Progress on Supervisory Relationships</b> .....	7
<b>Disciplinary Differences in Supervision</b> .....	8
<b>Accessibility, Accommodations, and Graduate Supervision</b> .....	9
<b>Co-supervision and Committee Dynamics</b> .....	9
<b>Breaking Down Silos in Graduate Education</b> .....	9
<b>Future Directions</b> .....	9

## About the Centre for Graduate Mentorship and Supervision (CGMS)

The Centre for Graduate Mentorship and Supervision (CGMS) was established in November 2021 by the School of Graduate Studies with a mandate to support successful graduate supervisory relationships. CGMS supports the interpersonal context of the supervisory relationship by providing one-on-one interpersonal skills coaching, conflict resolution through mediation and facilitated conversations, facilitating referrals to and navigating University offices/policies/pathways, case management with the Office of the Vice-Dean, Students, and interpersonal skill building workshops

CGMS is comprised of two staff members, the Director and Case Coordinator, and led by the Vice-Dean, Students, School of Graduate Studies. CGMS is a tri-campus resource, and our services are available to all stakeholders involved in graduate supervisory relationships including graduate students, faculty members, Chairs/Coordinators, administrators as well as University staff supporting graduate students including Accessibility Advisors, Equity Officers, and the Academic Progress & Support team. CGMS does not advocate for any individual involved in a supervisory relationship. Rather, we support informal resolutions and reasonable outcomes to concerns pertaining to supervisory relationships. CGMS is a confidential service; however, with the consent of the person(s) involved, we may provide case management for concerns that require involvement of multiple persons/offices and mediation and facilitated conversations.

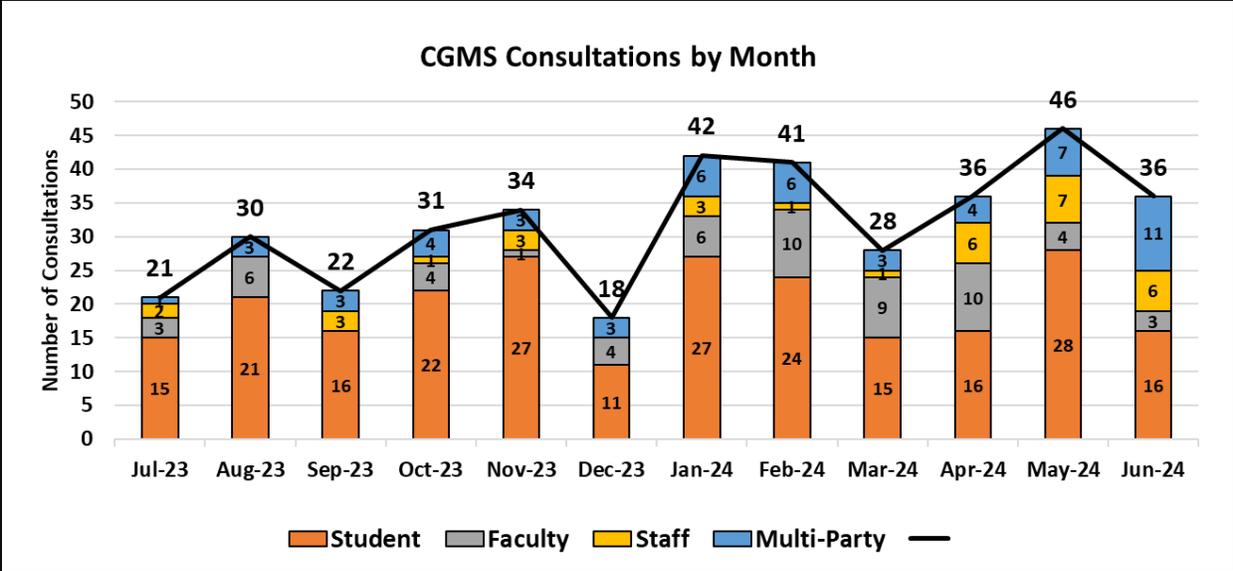
CGMS emphasizes and promotes the importance of consulting and working collaboratively with other offices at the School of Graduate Studies (SGS), including Student Academic Services (Front-Line Student Academic Services, Recruitment, Admissions, and International Student Support, and the Graduate Program Completion Office), the Graduate Awards and Funding Office, and the Office of the Dean and Vice-Provost.

This report summarizes CGMS activities between July 2023 – June 2024 including information on who we assisted, why they reached out and how we helped. In addition, this report details key themes we have observed across CGMS consultations and recommendations for future directions in supporting effective supervisory relationships at the University of Toronto.

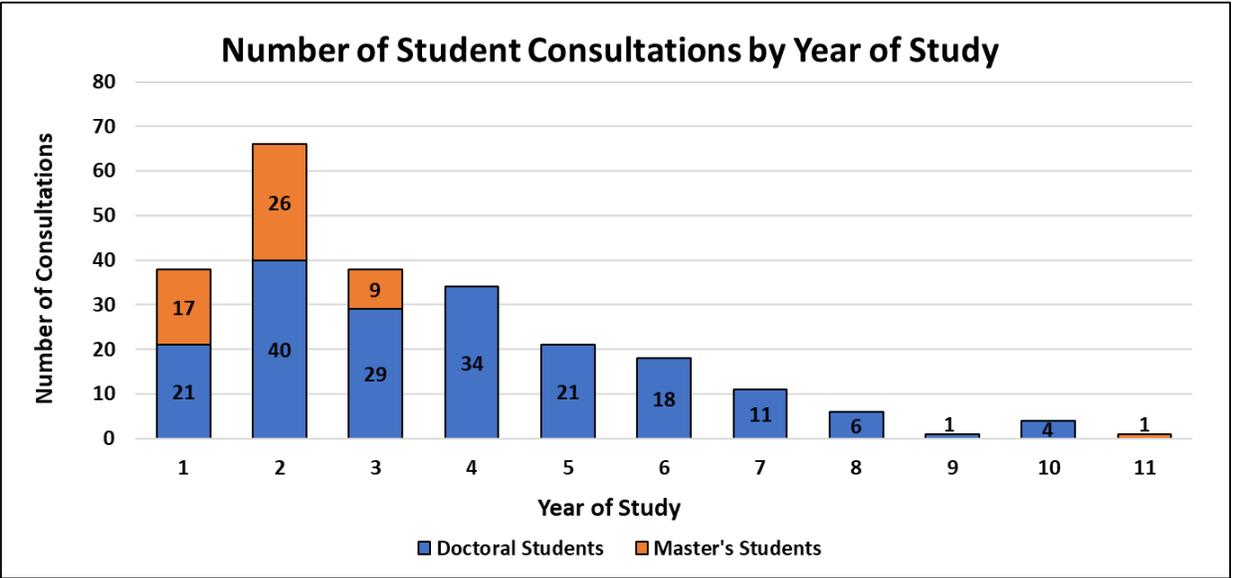
## Executive Summary

### Who Did We Assist?

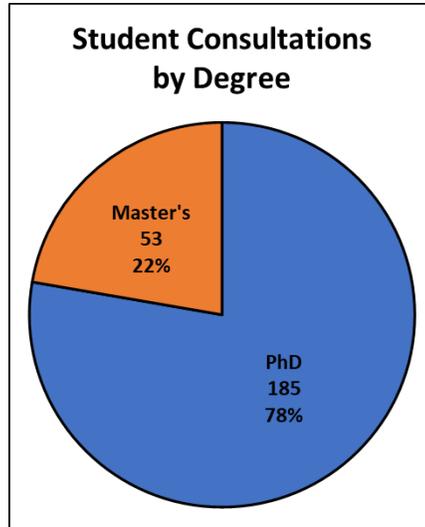
From July 2023 to June 2024, CGMS held a total of **385** consultations comprised of **238** graduate student, **60** faculty, and **33** staff member individual consultations as well as **54** multi-party meetings (a meeting involving a combination of graduate students, faculty and/or staff member present). CGMS held an **average of 32 consultations per month**.



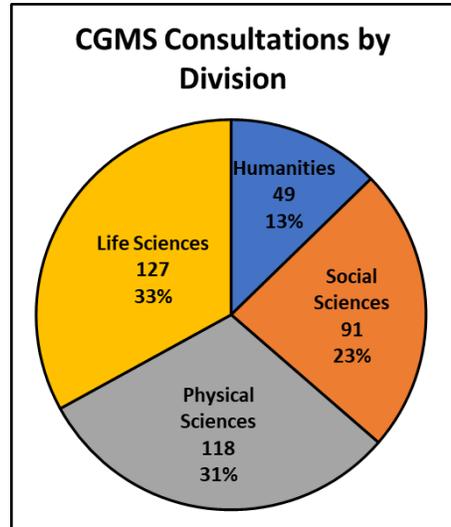
Of the 185 consultations with doctoral students, 56% (103) came from **doctoral students in Years 2, 3 and 4 of study**. Of the 53 consultations with Master’s students, 49% (26) came from **Master’s students in Year 2 of study**.



Of the total **238** graduate student consultations, **78% (185)** were with doctoral students and **22% (53)** were with Master's students.



Of the total **385** consultations, **13% (49)** of consultations were with graduate students, staff and faculty in Division 1: Humanities, **23% (91)** of consultations were with graduate

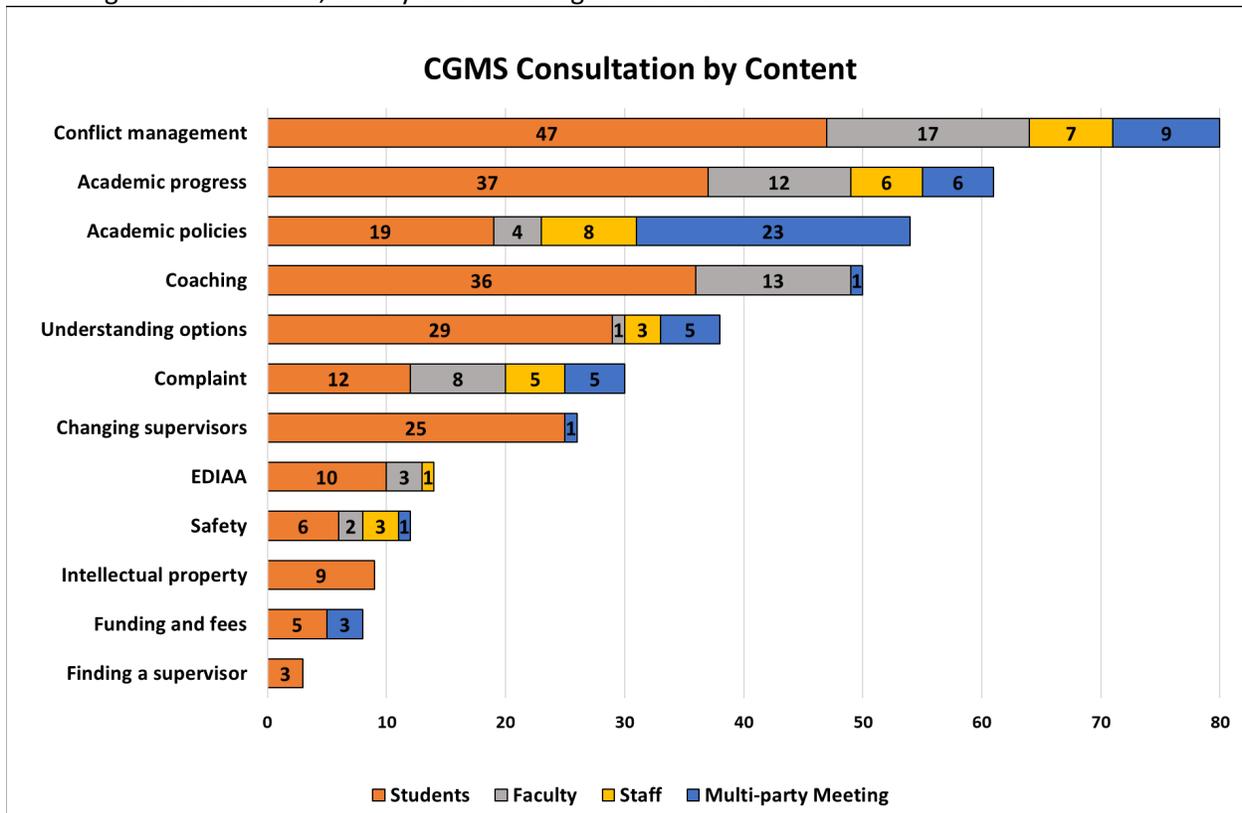


students, staff and faculty in Division 2: Social Sciences, **31% (118)** of consultations with graduate students, staff and faculty in Division 3: Physical Sciences; and **33% (127)** of consultations with graduate students, staff and faculty in Division 4: Life Sciences.

CGMS held a total of 385 consultations with graduate students, faculty and staff in **58 graduate units**.

### Why Did They Contact Us?

The following graph and definition of terms provides a summary of the number of consultations by reasons graduate students, faculty and staff sought our services.



**Conflict management (21%):** client seeking strategies and options to resolve a dispute.

**Academic progress (16%):** interpersonal challenge arising from concerns regarding academic progress.

**Academic policies (14%):** a dispute arising from an academic policy/process, e.g., candidacy/program extension, final oral exam, recommendation for termination etc.

**Coaching (13%):** building capacity to gain insight and develop tools to address interpersonal challenges.

**Understanding options (10%):** seeking perspective on risks and benefits of available options/pathways to address a concern.

**Complaint (8%):** student seeking to file a formal complaint regarding a supervisory relationship.

**Changing supervisors (7%):** student seeking perspective on changing supervisors.

**EDI/AA (4%):** concerns related to equity, diversity, inclusion, accessibility, and anti-racism.

**Safety (3%):** a concern raised regarding violence and/or harassment.

**Intellectual property (2%):** a dispute arising from authorship, contributorship, data, copyright, and inventions.

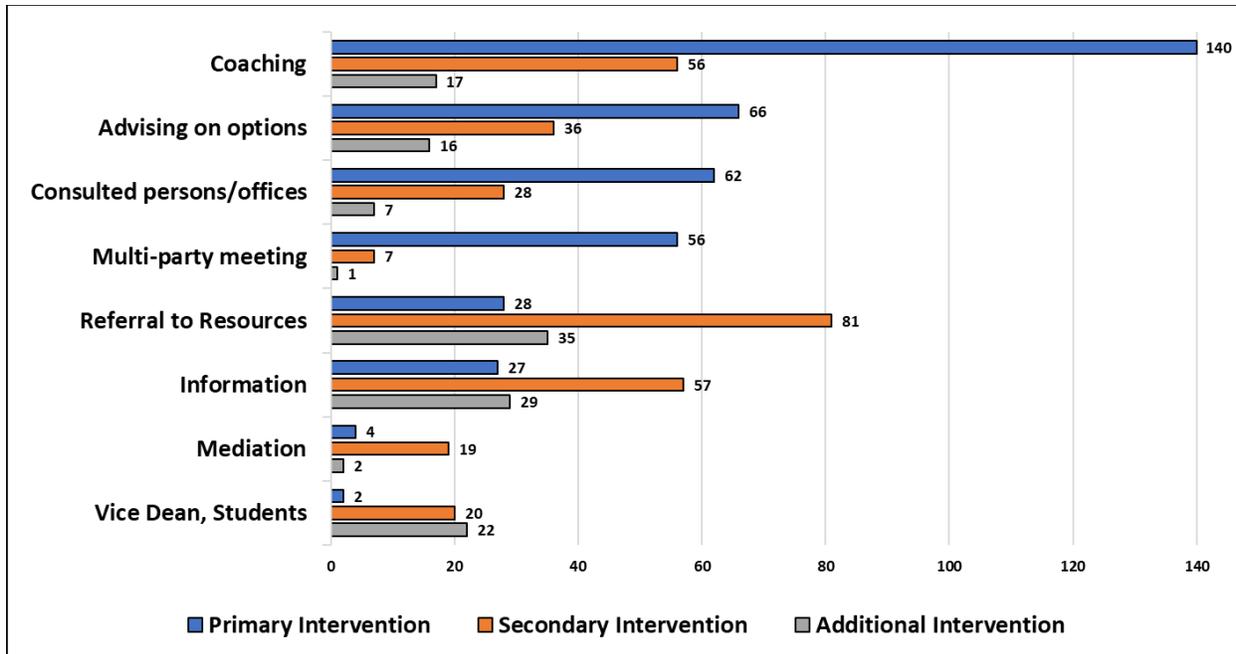
**Funding and fees (2%):** a dispute connected to financial concerns.

**Finding a supervisor (1%):** student seeking information on how to find a supervisor.

## How Did We Help?

CGMS offers skills-based workshops to graduate students and faculty on understanding and resolving interpersonal challenges. From July 2023 – June 2024, CGMS offered **20 workshops** given by invitation within graduate units and hosted by the School of Graduate Studies. CGMS offered two workshops, with versions for faculty and students, titled “**Managing Interpersonal Challenges in the Supervisory Relationship**” (now retitled “Best Practices and Recommendations for Developing and Maintaining a Successful Supervisory Relationship”) and “**Having Difficult Conversations**” (now retitled “Having Courageous Conversations”).

The following graph and definition of terms provides a summary of services CGMS offered during/after consultations, to address and resolve concerns brought to our attention by graduate students, faculty, and staff.



**Coaching:** reframing concerns, interpersonal strategies, finding language and questions for productive conversations.

**Advising on options:** discussing the risks and benefits of available options/pathways

**Consulted persons/offices:** reaching out to graduate offices, SGS Student Services and Admissions, Academic Progress, Accessibility Services, etc., for further perspective.

**Multi-party meeting:** inviting relevant persons to meet and coordinate a response to a student concern.

**Referral to resources:** referring clients to appropriate offices when concerns fall outside the CGMS mandate.

**Information:** conveying information on SGS regulations and guidelines.

**Mediation:** bringing together involved parties to discuss their interests and needs, identify desired outcomes, and negotiate a mutually agreeable plan to resolve/manage concerns.

**Vice Dean, Students:** case management to support the Vice-Dean, Students with cases involving academic decisions (termination, sanctions, etc.)

## Observations and Reflections

### Impact of Academic Progress on Supervisory Relationships

A graduate student's academic progress is a key predictor for interpersonal challenges in the supervisory relationship. Graduate students tend to seek support from CGMS regarding interpersonal challenges during significant program milestones. CGMS has observed **that 56% of doctoral students who reached out seek support in Years 2, 3 and 4 of study** when they may be working on achieving candidacy and exiting the funded cohort. Similarly, 49% of Master's students who reached out seek support in Year 2 of study as they prepare to defend their theses or exit the funded cohort.

In **30%** of the total **385** consultations, CGMS supported concerns arising from cases where students are delayed or fail to achieve candidacy, where the department does not support a program extension, where there is potential for recommendation for termination of registration, and/or where a student has

received an unsatisfactory outcome at a committee meeting. When we meet with the graduate students involved in such cases, we have noticed that they tend to ascribe challenges with their academic progress to a lack of guidance/structure, unclear feedback and poor communication on the part of their supervisor. On the other hand, when we meet with the supervisors involved in such cases, they tend to ascribe challenges with their student's academic progress to a student's personal characteristics (inadequate research and writing skills and a poor work ethic), misinterpreting feedback, and a lack of respect for deadlines and agreements.

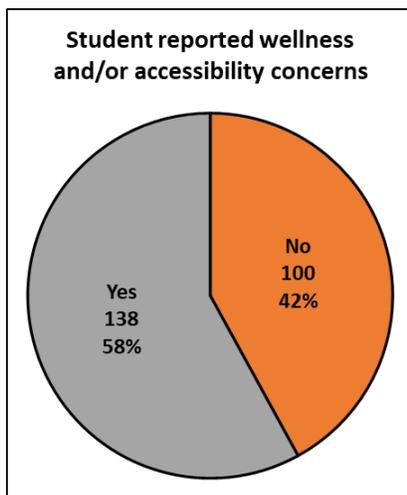
We believe that these different perspectives on the causes of unsatisfactory academic progress are best addressed through informal resolutions that preserve working and educational relationships. For this reason, CGMS provided interpersonal skills coaching as the primary intervention in **36%** of the total **385** consultations. Coaching involves supporting all stakeholders to gain insight into interpersonal challenges arising from unsatisfactory academic progress by focusing on behaviour as opposed to character or personality. We support graduate students to understand their responsibilities to make satisfactory progress and maintain good academic standing and to explore options such as requesting a Leave of Absence, registering with Accessibility Services and/or accessing Health & Wellness services if their personal circumstances are impacting their academic functioning. We also support graduate students to develop their interpersonal skills for having productive conversations with their supervisors by clarifying expectations and rationale behind feedback, clearly conveying what they need and making reasonable requests. We support faculty to communicate clear expectations to their students and establish and maintain professional, academic, and personal boundaries.

### Disciplinary Differences in Supervision

Of the total **385** consultations, **64%** of CGMS consultations were with graduate students, faculty, and staff associated with the **Physical and Life Sciences** even though graduate students in the Physical and Life Sciences represent approximately 50% of students (2022 statistics) enrolled in graduate research programs at the University of Toronto. We do not believe that students and supervisors in the Physical and Life Sciences experience more challenging supervisory relationships compared to other divisions. Rather, the disproportionate number of consultations with students, faculty and staff in the Physical and Life Sciences illustrates how disciplinary research cultures impact supervisory relationships.

In the Physical and Life Sciences, students and their supervisors tend to interact frequently, often in a laboratory setting, and students may be expected to develop a thesis project that fits within ongoing research projects under their supervisor's research grants. Further, supervisors in the Physical and Life Sciences tend to provide a significant portion of student funding. Close and regular interactive supervisory contact, a more structured course of study, collaborative laboratory work, expectations regarding publications, and pressure to meet funding objectives etc. naturally lead graduate students, staff and faculty in the Physical and Life Sciences to perceive/experience interpersonal challenges and seek support to resolve these challenges so that they can progress in their research. Graduate research in the Humanities and Social Sciences tends to be more solitary and independent leading to less urgency to address and resolve interpersonal challenges.

## Accessibility, Accommodations, and Graduate Supervision



Of the total **238** graduate student consultations, **58%** of students reported wellness and/or accessibility concerns as a complicating factor in their supervisory relationship, or because of the relationship. Graduate students report challenges with bias and stigma regarding requesting academic accommodations including fear and anxiety with disclosing a disability, worry about privacy and reputation, concerns that they will jeopardize the support they receive from their supervisor and peers, fear of creating unwanted curiosity, and concern they will lose good references, job opportunities, and/or research opportunities.

### Co-supervision and Committee Dynamics

Interpersonal challenges in graduate education arise beyond dyadic supervisory relationships of graduate student and supervisor. CGMS regularly consults with graduate students, faculty, and staff regarding strategies for managing co-supervisory dynamics, addressing laboratory dynamics, and complex supervisory committee dynamics. Graduate students report that they experience themselves as passive and dependent if there are hierarchical relations between co-supervisors, committee members or lab colleagues. In other cases, students report that complex lab, committee, or co-supervisory dynamics sometimes result in a dispersion of supervisory responsibility and concerns may be overlooked or there may be a lack of a coherent overall academic view of their project.

### Breaking Down Silos in Graduate Education

There are many stakeholders, resources and offices that address various facets of graduate education and research at the University of Toronto. Graduate units and faculty hold disciplinary and academic expertise, graduate administrators and the SGS Awards & Funding Office manage graduate funding, graduate administrators and SGS Student Services staff hold registrarial expertise, and the Vice-Dean, Students, SGS addresses academic sanctions and decision-making. Further, there are offices that hold expertise in supporting academic writing, graduate research, and academic accommodations. All these resources and expertise are integral to graduate education; however, they can exist as siloed entities. Therefore, we believe it is important to identify the appropriate partners and invite the relevant persons to meet to coordinate comprehensive responses to graduate student and faculty concerns. For this reason, CGMS consulted with resources/offices, coordinated multi-party meetings, provided appropriate referrals, gathered and conveyed information on SGS regulations, provided mediation, and liaised with the Vice-Dean, Students as the primary intervention in **46%** of the total **385** consultations.

### Future Directions

As this report outlines, the core CGMS service of 1-on-1 consultations serves an important function in supporting informal and early resolutions to interpersonal challenges in supervisory relationships. Without such "just-in-time" support, we believe that interpersonal challenges can escalate and lead to complicated outcomes for graduate students, faculty, and departments. However, we also recognize the

importance of proactive services that build skills in graduate students and faculty for developing and maintaining effective and productive supervisory relationships from the onset. In 2024-25, CGMS will continue to develop and pilot a curriculum for graduate faculty and students as a proactive response to the trends we have analyzed in this report. Below is our current educational curriculum in response to the data outlined in this report, namely, how to support students in their academic progress, incorporate accommodations in graduate education, develop interpersonal skills, and further professional development for faculty:

- CGMS will be partnering with Accessibility Services to facilitate a workshop on **Accessibility, Accommodations, and Graduate Supervision**. This workshop is designed to support graduate supervisors and graduate unit administrative faculty to understand the philosophy of accommodating in graduate school, the legal expectations and roles for accommodating, and what accommodations can look like in the context of supervision
- CGMS will be partnering with the Graduate Centre for Academic Communication and the Centre for Graduate Professional Development to host a workshop on **How to Give More Effective Writing Feedback to Graduate Students**. This workshop will provide supervisors a foundation for feedback processes that are manageable and effective.
- CGMS will facilitate a workshop on **Communicating Boundaries and Expectations in the Supervisory Relationship**. This workshop is designed to support graduate supervisors to establish professional, academic, and personal boundaries and expectations in their supervisory relationships with graduate students.
- CGMS will begin coordinating the development of a workshop on the responsibilities of supervisory committee meetings.
- CGMS will redevelop our **Best Practices and Recommendations for Developing and Maintaining a Successful Supervisory Relationship** student workshop to provide important information regarding graduate supervision and regulations that are specific to the University of Toronto. Based on student feedback, we will also redevelop our **Having Courageous Conversations** student workshop to incorporate more discussion-based learning around case studies that are anonymized, but based on content we hear during graduate student consultations.