

Table I. Title of topics and speakers in GFD 2016-2017

Month	Title	Speakers
1	Why Professional Development for Grad Students?	Reinhart Reithmeier, Liam O'Leary, Jonathan Turner, Nana Lee
2	Science Careers myIDP for Research Productivity & Career Development	Cynthia Fuhrmann (UMass Medical)
3	IDPs at U of Toronto	Jennifer Gommerman, Dana Philpott, Nana Lee
4	Helping Students with Effective Communications: Storytelling and 3MTs	Rachael Cayley, Bruce Seet, Nana Lee
5	Helping Students with Strategic Communications: CARs and Pitches	Nana Lee, Anne Tran, David Sealey
6	Helping Students with Creativity, Leadership and Entrepreneurship	Cynthia Goh, Payam Zarin, Darrin Gao, Steven Molinski
7	Helping Students Navigate & Prevent Conflict	Heather Peggs, LLB
8	Helping Students with Experiential Learning Opportunities	Aidin Balo, Vincent Nadeau, Alex Marsolais
9	Implementation at the GLSE Faculty Level	Faculty Participants, Allan Kaplan, Nana Lee

Table II. Summarized data of participant feedback on GFD workshops 2016-2017

	Number of responders	Percent
Workshop was helpful	75	98.7
Part of the workshop was helpful	1	1.3
Recommend to peers	66	97

Table III. The topics, speakers, and points of discussion of GFD 2017-2018 are summarized. N = number of workshop.

	Title	Speakers	Discussion among attendees
1	Mentorship Matters	R. Reithmeier, Nana Lee, A. Balakrishna	Mentee-driven mentorship, mentorship models, considering unconscious bias when mentoring
2	Tools for Student Engagement	Nana Lee, Raksha Sule	How to meaningfully engage students, the power of why, Science Careers individual development plan, students as partners, growth mindset, designing your life
3	Conflict	Heather Peggs LLB,	How to manage conflict and wellness with
	Management and student wellness	Psychiatrist-in-Chief Andrea Levinson	students, feedback, resources, leave of absence, case studies
4	Entrepreneurship	Leo Mui, PhD Student Aidin Balo, Christina Kim	Resources at U of Toronto if student or PI wish to venture into the start-up space, ideas of intrapreneurship and being creative as a student in graduate studies to enhance research productivity and professional development

Graduate Professional Development Programs (GFD) and Time to Completion Appendix 9

5	Highlights of GPD in one workshop	Nana Lee, Teresa Didiano, Bruce Seet, Helen Miliotis, Rebecca Laposa	Sharing best practices with other coordinators and instructors of graduate professional development curriculum-embedded courses and how the individual PI can increase students' research productivity and professional development
6	Best Practices in reducing time to completion	Jennifer Gommerman (Imm), Alison McGuigan (IBBME)	Thorough discussion amongst graduate coordinators in sharing best practices with committee meeting reports and time to completion forms with much input from Trevor Moraes (Biochemistry), Leah Cowen, Julie Claycomb (MoGen)

Table IV. The impact of the GFD seminar series

N=Workshop number

A= Number of attendees for the workshop

S = numbers of feedback submitted

Q1. Did you found the workshop helpful?

Q2. Would you recommend to your peers?

In summary, of the 63 who attended the workshops, 49 submitted feedback forms. Out of those who responded, 98% found the workshop which they attended helpful (one found it somewhat helpful) and 94% would recommend to peers with one answering 50/50 and two with no answers. Most of the workshops provided ample time for discussion and sharing of best practices with summaries at the end for next steps and impact take-aways, with some examples provided in column 6. From the experience of GFD 2017-2018, we hope to provide more programming in the 2018-2019 academic year similar to these topics, perhaps inviting the previous year's attendees to speak about their stories of impact taken from this or last year.

N	A	S	Q1	Q2	Impact: what will you try to implement in your own programs?
1	13	10	9 1=somewhat	9 1 = 50/50	Will present mentee-driven mentorship concepts to lab group, this workshop should be attended by all graduate faculty members, unconscious bias training.
2	13	9	9	9	IDPs, invite guest speakers to lab meetings, growth mindset video, designing your life, communicate resources, students as partners, all.
3	11	6	6	5, 1 no answer	Resource awareness, manage expectations of students, clear communications.
4	11	11	11	11	All the opportunities presented, sharing successful
5	7	7	7	7	Rubrics, storytelling, keep the list of U of T resources available for crisis, iterative development through a course, 3MT, want to create a grad course modeled after Nana's GPD course.
6	8	6	6	5, 1 no answer	Changes in committee meeting procedures, evaluation forms, IDPs, external Chair at committee meetings, grad tracker, exit strategy form at year 4, read TTC on SGS website, time to completion form at year 4.

Table V. Summary of Nana Lee's GPD activities for GLSE in July 2017- April 2018

A= Number of attendees for the workshop; S = numbers of feedback submitted; Q1. Did you find the workshop (meeting) helpful?; Q2. Would you recommend to your peers?

Activity	A	S	Q1	Q2
GPD 3-hour Workshop	Approximately 60	30	29, 1=somewhat	29; 1=some peers
GPD 12-hour Workshop	16	16	16	16
One-on-one consults*	52	30	28, 2=somewhat	30
THE Together Workshop	8	8	8	8

Time to Completion, 2008 – 2009 to 2017-2018

Faculty of Medicine		08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
PhD	Number of Graduates	148	159	166	188	180	200	185	150	174	196
	Mean TTC (years)	6.0	5.8	5.9	6.2	6.1	6.1	6.09	5.70	5.99	5.98
MSc	Number of Graduates	183	199	227	202	202	219	204	197	229	229
	Mean TTC (years)	2.5	2.5	2.6	2.6	2.5	2.6	2.6	2.6	2.43	2.42
MHSc	Number of Graduates	219	219	231	224	230	244	231	243	267	270
	Mean TTC (years)	2.11	2.00	2.03	2.00	2.01	2.01	2.00	1.98	2.00	1.94

Division 4: Life Sciences		08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
DOC	Number of Graduates	240	255	259	300	301	319	308	277	291	327
	Mean TTC (years)	5.9	5.8	5.8	6.1	5.9	6.0	6.03	5.66	5.80	5.83
MAST	Number of Graduates	305	367	373	376	355	408	394	436	418	427
	Mean TTC (years)	2.4	2.4	2.5	2.5	2.4	2.3	2.36	2.33	2.26	2.22
PMAS	Number of Graduates	511	538	566	595	591	599	620	701	736	817
	Mean TTC (years)	2.0	2.0	1.9	1.9	1.9	1.9	1.88	1.88	1.86	1.80

University of Toronto		08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
DOC	Number of Graduates	706	746	804	818	879	859	918	864	879	966
	Mean TTC (years)	5.7	5.6	5.7	5.8	5.7	5.9	5.91	5.90	5.98	5.99
MAST	Number of Graduates	1,406	1,379	1,339	1,301	1,267	1,369	1,379	1,401	1,305	1,350
	Mean TTC (years)	1.7	1.7	1.8	1.8	1.8	1.8	1.79	1.79	1.77	1.77
PMAS	Number of Graduates	2,169	2,443	2,668	2,656	2,782	3,050	3,225	3,565	3,895	4,038
	Mean TTC (years)	1.8	1.9	1.8	1.8	1.8	1.8	1.74	1.73	1.70	1.69

Data Source: ROSI, 4BEA (OCGS Years to Graduate report)

Notes:

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. TTC values are based on a student's first to last registered session. For students that transfer from a research master's to a PhD degree, TTC is counted from the first session of the master's program to the last session of the doctoral program.
3. Comparative data for the Division and all U of T include all research/professional master's or doctoral degrees in the corresponding attendance class (i.e., full- or part-time).
4. In some individual years, the number of graduates can be very low. In these cases, the mean time-to-completion may not be representative and should be interpreted with caution.
5. The academic year consists of Fall, Winter, Summer terms. For example, 2013-14 academic year consists of Fall 2013, Winter 2014 and Summer 2014 terms.