Summary of the University of Toronto approach to the CEAB Graduate Attributes process
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The Graduate Attributes Committee
The Graduate Attributes Committee (GAC) will have overall responsibility for getting the Faculty ready for the 2012 CEAB review and full implementation of the graduate attributes by 2014 in a way that is well coordinated Faculty-wide, including:

- Consistent use of terminology, development of forms, coordination between departments, etc. Currently we are using:
  - “Competency” to mean global objective that applies to the whole program. Each attribute will have 3 to 5 (or so) competencies associated with it.
  - “Objective” to mean an educational objective that is measurable. Each competency will be assessed through assessment of a variety of objectives.
- Determines subcommittee structures and timelines
- Where appropriate, utilizes common measureable competencies for the graduate attributes across all programs
- Provides guidance and receives regular updates from subcommittees to ensure consistent approach and sharing of best practices
- Review mapping of learning objectives to overall competencies and its impact on student workload

Membership
- Vice-Dean Undergraduate (Chair)
- One member from each program who links to their own Program Curriculum Committee
- Members of the Working Group on Cyclic Reviews
- First Year Chair
- Engineering Communications Program Director
- Resource personnel as required

Subcommittees as follows:

Pre-existing Curriculum Committees for each program
- Development of knowledge based objectives, and program specific competencies
- Coordinates instructors to provide learning objectives for courses, perhaps focusing on key core courses and capstone courses first
- Considers which courses, or activities to target for assessment in 2011. For example, perhaps we target a 4th year capstone design course
- Mapping of learning objectives to competencies and impact on student workload in program
- Reports and gets input regularly from GAC

Subcommittees for each graduate attribute (unless an attribute is handled by GAC as a whole)
- Chaired by a GAC member
- May include people outside GAC as appropriate
- Reports and gets input regularly from GAC
Timeline:

The schedule and/or tasks may change as the GAC works through the process and as we learn more from other engineering schools.

Start process and develop approach, (Working Group: May 12, 2010 & June 9, 2010)

- Based on 4 meetings and attendance by most at the Graduate Attributes Assessment Workshop, Ottawa, April 8, 2010
- Establish Graduate Attributes Committee (GAC) (Vice-Dean Undergraduate: May 2010)
- Develop a process to pilot the attributes for selected attributes/programs/courses (GAC: Summer/Fall 2010)

Staging activities (May 2010)

- Workshops on developing learning objectives (Lisa Romkey, Susan McCahan)
- First Test Workshop with 20 instructors (May 20, 2010)
- Investigation of possibility of resource person to facilitate development of objectives (May 2010)

2010/2011 Activities:

- Draft of competencies for all 12 attributes for all programs by Spring 2011
  - 6 finished in Fall 2010, and 6 in Winter/Spring 2011
- Plan the assessment of 3 Graduate Attributes per term for all programs
  i.e. assessment plan ready for 3 by Dec 2010, 6 by Spring 2011, 9 by Dec 2011, and all 12 by spring 2012
- Pilot assessment of 3 Graduate Attributes for some programs during Spring term 2011

2011/2012 Activities:

- Pilot assessment of 3 additional Graduate Attributes during Fall 2011
- Pilot assessment of 3 additional Graduate Attributes for Winter/Spring 2012

By CEAB review in Fall 2012

- Competencies established for all 12 Graduate Attributes for all programs
- Assessment pilots running for 9 of the 12 attributes
- Use the visit in Fall 2012, and feedback from the review, to guide further development of the process

Following the 2012 review

- Plans for all 12 in place for assessment in Fall 2013 and Spring 2014
- Several years of running/fine tuning process before the next CEAB Review (Ideally Fall 2018)