



MIND THE GAPS

**The past, present
and future of the
Graduate Attribute
Professionals' Network**

2018 GACIP Summit
University of Toronto

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What's a Graduate Attribute Professional?

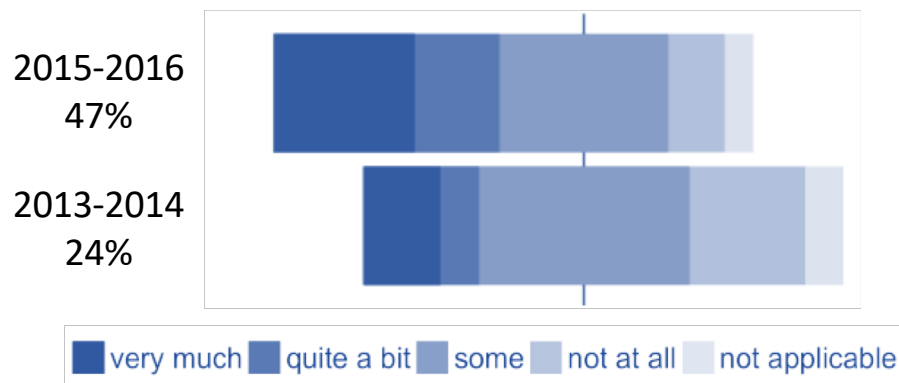
- Have you explained the difference between attributes, indicators and outcomes? More than once?
- Do you have opinions about this year's changes to Exhibit 1?
- Do you go through the CEEA schedule looking for all the graduate attribute talks?
- When someone asks a question about graduate attributes, does everybody look at you?

You might be a GAP!

All about GAPs

- A GAP is a person whose job is focused on graduate attributes and the continual improvement process
- We're new (no need for a GAP before GACIP!)
- We're growing
 - EGAD Snapshot Survey: To what extent do the following... support your process?

Professional Staff Dedicated to Assessment



“The greatest shift occurring between administrations [of the survey] has been the rise of specialized positions to help manage accreditation processes.”



- And sometime we are very, very lonely

GAPNet is born

CEEA ACEG
CANADIAN ENGINEERING EDUCATION ASSOCIATION
ASSOCIATION CANADIENNE DE L'ÉDUCATION EN GÉNIE

2016

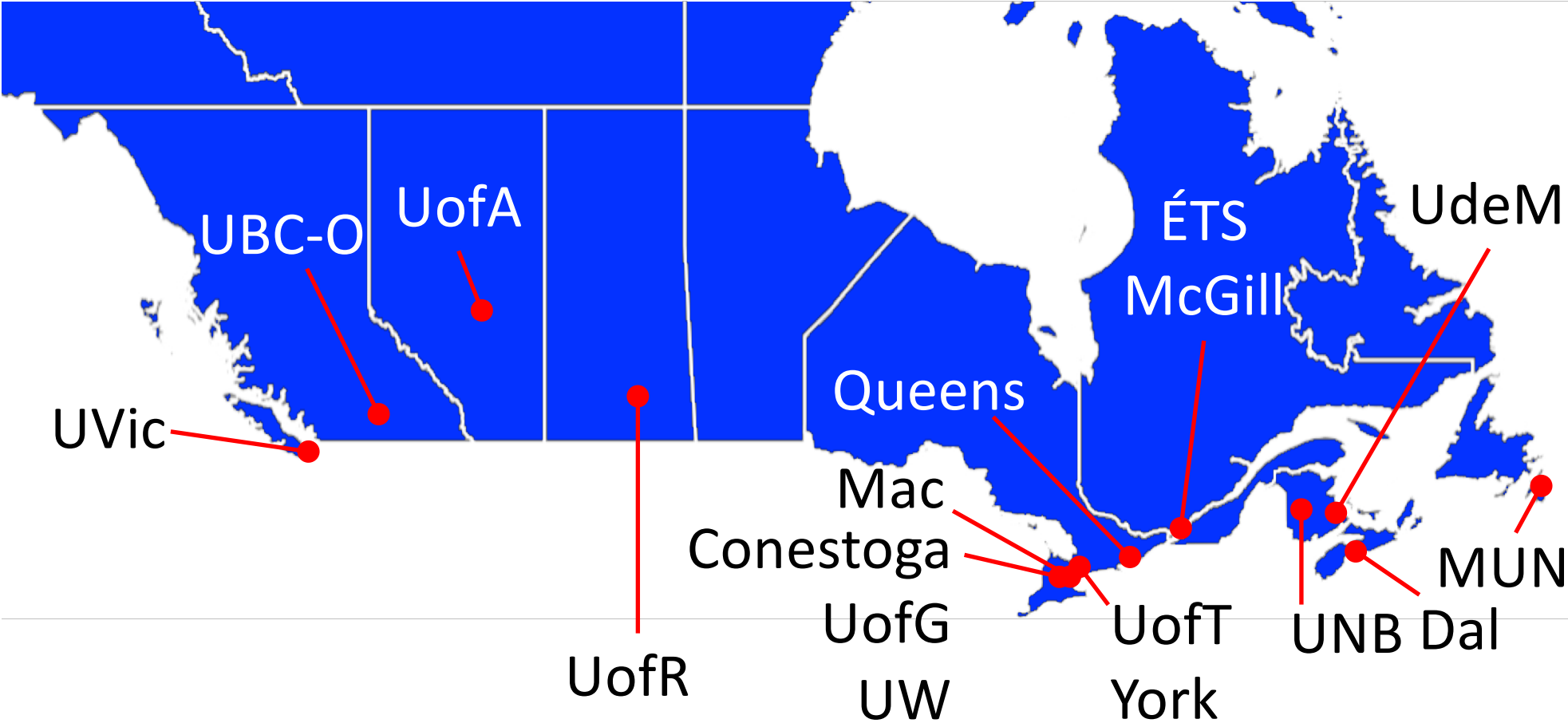
Wouldn't it be amazing if
we could talk like this
more often?!?



August 2016

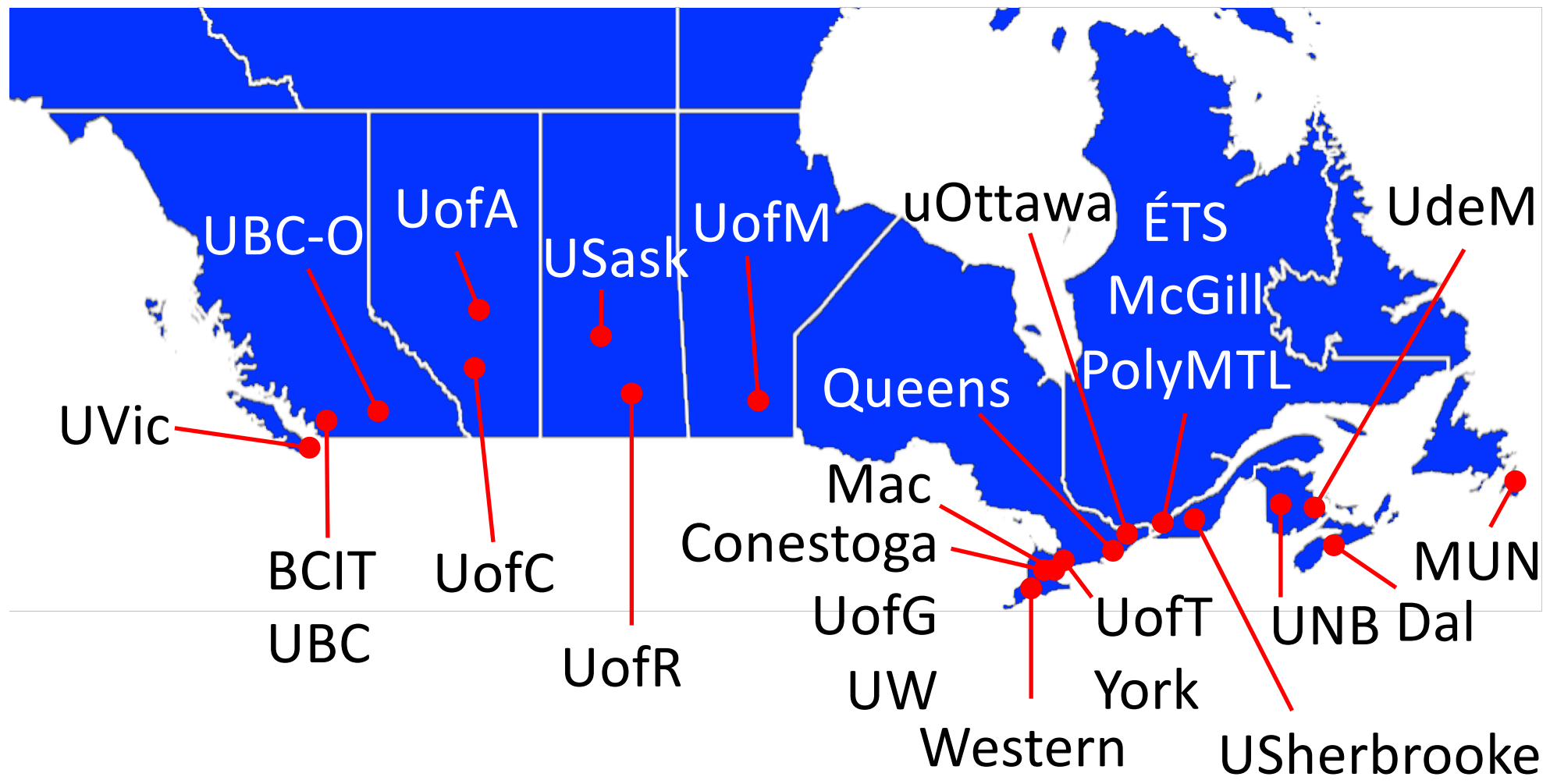


May 2017



December 2018

54 GAPs – 26 schools – 9 provinces

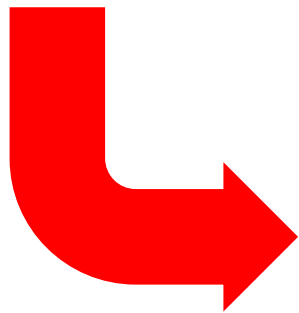


What is GAPNet?

“Community of support and professional development for GAPs”



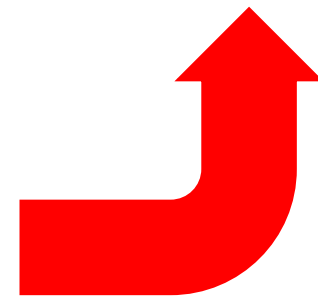
Here's what you should be doing



GAPNET



Here's what we did



Guiding Principles

- Informal and organic
 - Reluctant to define ourselves!
 - GACIP is always changing, so is GAPNet
- Practical and timely
 - GAPs are the people on the ground
 - Info and support we need, when we need it
- Supportive and safe
 - We know what you're going through!
 - What happens in GAPNet stays in GAPNet
- Easy to access
 - Great starting place for new hires
 - No fee or required credentials to join

Telecons

- Topic chosen in advance by members
 - Ways to teach and assess higher level attributes
 - Software systems to support GACIP
 - Formats for graduate attribute assessment reports, and how often they are produced
 - Processes for reviewing graduate attribute assessment reports, and what actions have resulted
 - How to report continual improvement actions that aren't specifically graduate attribute related
 - Methods of dealing with courses that are external to the faculty or university
 - How to archive data
 - What's new in this year's Questionnaire?

Mailing list

- Instant access to colleagues
- Disseminate info
 - Meeting / workshop announcements
 - CEAB news (Questionnaire revisions have been announced/posted, they have a new mailing list, they're looking for feedback...)
 - How to fix broken macros
- Quick questions
 - Who's using Vena?
 - What does this instruction mean?
 - Could someone take notes at the workshop this Sunday?
 - Anyone want to go for a beer during CEEA?

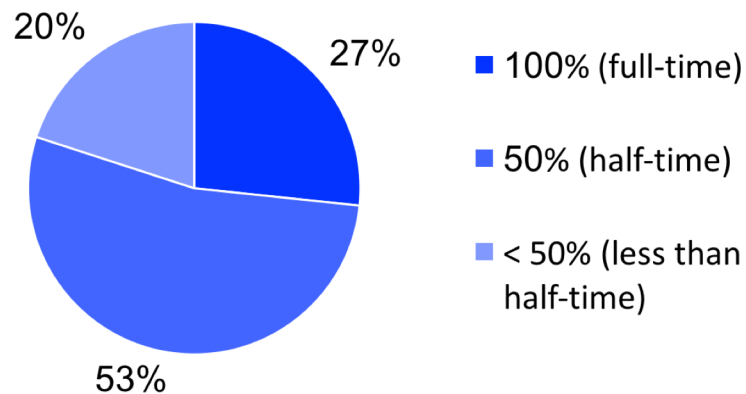
Mailing list

- What are other schools doing?
 - Anyone willing to share rubrics / indicators / employer surveys / etc ?
 - What's your job title?
 - How many levels of achievement do you use?
 - How do you get assessment data from out-of-faculty courses?
 - How do you teach/assess safety?

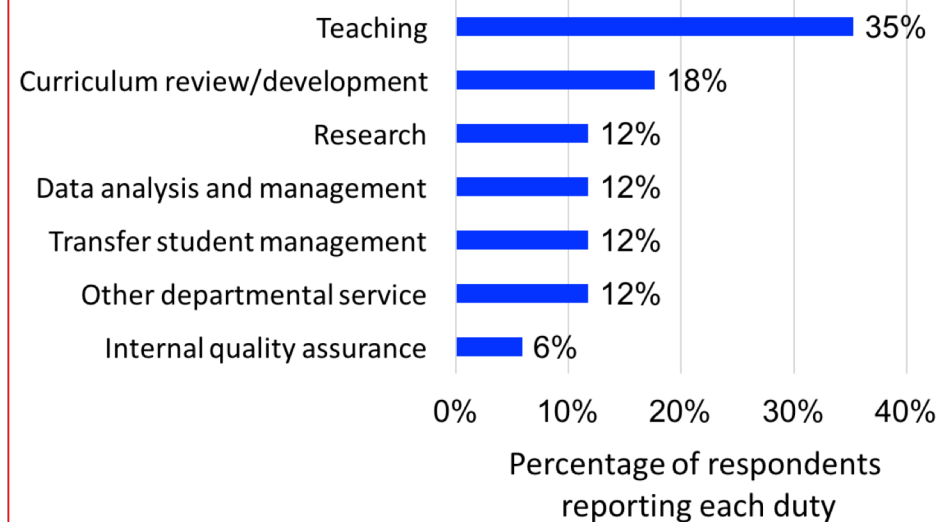
Mailing list

- More formal surveys
 - The GAP position (2017)

Percentage of position dedicated to GACIP-related duties



Additional duties of GAPNet members



Mailing list

- More formal surveys
 - Instructor support (2018)

Instructor Responsibilities

	A	B	C	D	E
Write CLOs	N	Y	Y	Y	Y
Map CLOs	N	Y	N	Y	Y
ID assessments for CLOs	Y	Y	Y	Y	Y
Record results	Y	Y	Y	Y	Y
Decide how to combine multiple assessments	N	N	N	N	N

Mailing list

- More formal surveys
 - Instructor support (2018)

Instructor Support / Incentives

	A	B	C	D	E
Personnel	Program reps have .3 - .5 teaching relief	Admin support	Two staff members	Data formatting/ uploading assistance	Large faculty-based LTC; all data formatting
Course-level reports	N	Annual report from program rep to instructors	On request	Y	Y
Auto-generated course outline	In dev.	Y	N	In dev.	N

Collaborations

- With each other
 - CEEA 2017: “Indicators 2.0” workshop
 - CEEA 2018: “Aware and Engaged: GAs and you” workshop
- With the GACIP Summit
 - Invited to run a workshop at Summit 2016
- With EGAD
 - Provided contact info for snapshot survey
- With CEAB
 - Held Q&A session with Mya Warken

Future plans

- Make it easier for telecons to happen more frequently
- Archive the info / resources we gather
 - While still maintaining privacy...
- Start a CEEA Special Interest Group
 - While still keeping membership barrier-free...
- Don't mess with what works!

Questions? Want to join?

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