



# Report on the 2022 consultation on the CEAB 30 by 30 Working Group Report

(March 2024)

## Contents

<b>1. Introduction .....</b>	<b>3</b>
1.1. Description of the issue requiring consultation .....	3
1.2. The CEAB 30 by 30 Working Group .....	3
<b>2. 2022 Consultation scope and methodology.....</b>	<b>5</b>
2.1. Consultation objectives .....	5
2.2. Consultation approach .....	5
2.3. Website statistics.....	7
2.4. Interest holders .....	7
2.5. Key questions asked of each interest holder.....	7
<b>3. Findings .....</b>	<b>8</b>
3.1 List of interest holders that provided feedback.....	8
3.2 Summary of consultation feedback .....	11
Proportion of feedback received from different sources of interest holders .....	11
Proportion of feedback items received grouped by recommendations of the Working Group report to which it applied .....	12
Engineering Deans Canada’s feedback on the Working Group revised recommendations .....	13
3.3 Revised recommendations .....	14
<b>4. Recommendations to CEAB .....</b>	<b>20</b>
<b>5. Definitions.....</b>	<b>21</b>
<b>6. Appendices .....</b>	<b>22</b>
Appendix 1: CEAB 30 by 30 Working Group Report .....	22
Appendix 2: Engineers Canada’s Consultation Process .....	23
Appendix 3: Consultation Invitation Email.....	24
Appendix 4: Consultation Presentation Slide Deck.....	27
Appendix 5: Feedback Items Received Through Consultation .....	31

Suggested citation (APA 7th edition):

Canadian Engineering Accreditation Board 30 by 30 Working Group. (2024). *The CEAB 30 by 30 Working Group Report*. Engineers Canada, Canadian Engineering Accreditation Board.

## 1. Introduction

### 1.1. Description of the issue requiring consultation

Engineers Canada is working to increase the representation of women within engineering through its 30 by 30 initiative. This initiative has a goal of raising the percentage of newly licensed engineers who are women to 30 per cent by the year 2030. Thirty per cent is universally held as the tipping point for sustainable change—reaching 30 by 30 will help drive the shift in the overall membership of the engineering profession as more and more women continue to enter the profession.

As such, [Engineers Canada's Strategic Priority 3](#): Recruitment, retention, and professional development of women in the engineering profession highlights the need to drive cultural change in the engineering profession in order to attain the goal of “30 by 30”.

### 1.2. The CEAB 30 by 30 Working Group

At their [Fall 2019 meeting](#), the Engineers Canada Board approved the [Strategic Priority's sub-strategy](#), which included direction to the CEAB to develop appropriate ways within the accreditation process to incorporate the goals of the 30 by 30 initiative. In response, the CEAB struck the CEAB Working Group to Respond to the Engineers Canada “30 by 30” Initiative (Working Group). As the Working Group moved through the task assigned to it by the CEAB, it became apparent that the goal of the 30 by 30 initiative is one component of a larger, global movement towards the adoption of the principles of equity, diversity and inclusion (EDI). As such, many of the initial recommendations put forward by this group speak explicitly to EDI with the implicit understanding that the increased representation of women in the engineering profession is related to the larger principles of EDI. The recommendations were intended to be one part of a larger, on-going initiative to change the culture of the engineering profession to make it more inclusive for women and other marginalized groups.

As part of the Working Group mandate, possible areas of intervention were identified as position statements, accreditation criteria, interpretive statements, volunteer training, and CEAB practices or processes. Upon further review, the members of the Working Group identified their ability to make recommendations in the following areas:

- 1) The CEAB Criteria and Procedures
- 2) Supporting documentation for the CEAB Criteria and Procedures
- 3) The interpretive statements
- 4) Encouraging recruitment and retention to the engineering profession
- 5) Volunteer management
- 6) General recommendations

The Working Group was also asked to assess how other professional education accreditation bodies (both engineering and not, and both domestic and international) are addressing similar calls to action. The purpose of this exercise was to identify good practices in this area by accreditors in order to make recommendations that are in line with industry standards.

The CEAB 30 by 30 Working Group Report provided:

- a) A summary of the issue at hand from the perspective of HEIs, visiting teams, CEAB members, regulators and other interest holders in the accreditation system;
- b) A summary of accreditation practices around diversity and inclusion;
- c) Recommendations on how Engineers Canada's accreditation system can support the 30 by 30 initiative;
- d) Suggestions of metrics that will allow for assessment of the success of proposed recommendations; and
- e) An implementation plan to support any recommended changes.

The Working Group was composed of the following members.

### **Members**

- Emily Cheung, CEAB Member representing industry
- Mina Hoorfar, nominated by Engineering Deans Canada (from Sept. 2020 to Sept. 2022)
- Jeff Pieper, CEAB Member, Chair
- Amy Hsiao, nominated by Engineering Deans Canada
- Tim Joseph, Engineers Canada Director appointee
- Anne-Marie Laroche, CEAB Member, member-at-large to the Working Group
- Jeanette Southwood, Engineers Canada Senior Leadership Team representative (assisted by Cassandra Polyzou, Engineers Canada Manager, Diversity, Equity and Inclusion)
- Ramesh Subramanian, CEAB Member representing academia

### **Secretariat support**

- Elise Guest
- Roselyne Lampron

The Working Group members met once every two weeks between September 2<sup>nd</sup> and December 8<sup>th</sup>, 2020 to undertake their work. In addition, members of the Working Group self-identified specific areas of interest and split into sub-groups to develop suggestions that were then presented to the entire Group for consideration, adoption or adaptation; these suggestions form the basis of the recommendations the Working Group is making to the CEAB.

## 2. 2022 Consultation scope and methodology

### 2.1. Consultation objectives

The primary objective of the consultation on the CEAB 30 by 30 Working Group Report was to:

1. Inform interest holders of the CEAB's efforts to contribute to Engineers Canada's 30 by 30 initiative.
2. Investigate stakeholder reaction to the report recommendations.
3. Identify recommendations that should be implemented and those that should not move forward for implementation, and make improvements to suggested changes/metrics before implementations.
4. Identify barriers to change to any of the report recommendations.
5. Develop a reasonable implementation plan that reflects the diverse viewpoints of interest holders.
6. Collect feedback on the overlap between 30 by 30 initiatives and wider equity, diversity and inclusion efforts.

The consultation process had four guiding principles:

1. Be inclusive of all relevant stakeholder groups.
2. Be transparent.
3. Be procedurally fair.
4. Encourage feedback (both positive and constructive).

### 2.2. Consultation approach

At their June 5-6, 2021 meeting, the Accreditation Board directed the CEAB 30 by 30 Working Group to consult interest holders on the recommendations of their report ([Appendix 1](#)) regarding possible interventions in the accreditation system to support the goal of the 30 by 30 initiative. In keeping with Engineers Canada's consultation process ([Appendix 2](#)), the consultation team used a virtual focus group methodology accompanied by a general call for comments. Focus groups allowed the consultation team to focus on the specific questions of interest with targeted interest holders of accreditation.

The consultation planning team included:

- Elise Guest, Accreditation Program Advisor
- Anne-Marie Laroche, CEAB 30 by 30 Working Group Member
- Jeff Pieper, Chair, CEAB 30 by 30 Working Group Chair
- Mya Warken, Accreditation Manager

To standardize the consultation meetings as much as possible, the consultation planning team developed in both languages, French and English:

- An invitation to participate ([Appendix 3](#)) which described the process by which stakeholder feedback would be collected, how it would be used, and that feedback would be summarized and fed back to interest holders.
- A standard-issued presentation slide deck ([Appendix 4](#)) which was used at every consultation.
- A notification of consultation that was included in the Engineers Canada bi-weekly newsletter *Engineering Matters* and the monthly newsletter *Accreditation Matters*.
- Engineers Canada dedicated web page to inform readers about the consultation process and outcomes.
- The “[CEAB 30 by 30 Working Group Report](#)” was also used to provide an overview of the recommendations to those participating in the consultation.

The consultation period opened on May 2, 2022 and closed on August 31, 2022. All interest holders were invited to participate in the consultation process via webinars, pre-scheduled drop-in sessions and a general call for comments.

### **1) Introduction to the consultation process - Webinar**

The webinars, English and French, provided an overview of the report development process, highlighted the recommendations contained within the report, and defined the ways by which each stakeholder group would be consulted. The webinars were recorded and shared on the Engineers Canada website.

The English introduction webinar was held on May 12<sup>th</sup>. The French introduction webinar was held on May 19<sup>th</sup>.

### **2) Drop-in sessions**

Interest holders were invited to attend one of three drop-in sessions on Zoom to provide their feedback on the recommendations to the members of the Working Group. Breakout rooms were utilized to ensure effective and fulsome conversations. Each session supported both French and English participants. The drop-in sessions were held on June 23<sup>rd</sup>, July 25<sup>th</sup>, and August 31<sup>st</sup>.

### **3) Webinar meeting with organization officials**

Interest holders were invited to reach out to the Secretariat if they wished to organize a web meeting to discuss the CEAB 30 by 30 Working Group Report.

### **4) General call for comments**

Interest holders were invited to submit written feedback.

### 2.3. Website statistics

Page/Item	Unique page views	Average time spent	Number of downloads
CEAB 30 by 30 Working Group Consultation webpage	385	4:06	N/A
Consultation sur le Rapport du Groupe de travail 30 en 30 du BCAPG (site Internet)	106	4 :07	N/A
<a href="#">CEAB 30 by 30 Working Group Report</a>	N/A	N/A	102
<a href="#">Rapport du Groupe de travail 30 en 30 du BCAPG</a>	N/A	N/A	28

### 2.4. Interest holders

The following interest holders were invited to participate in the consultation:

- CEAB members
- CEQB members
- Canadian Federation of Engineering Students (CFES)
- Engineering Deans Canada (specific focus on DLC)
- Engineering Deans Canada (via the DLC), with a request for Deans to share with faculty
- A subgroup of Engineering Deans Canada that consisted of female-identifying Deans
- Engineering regulators (via the CEO and National Admissions Officials Groups)
- Higher Education Institutions (HEIs)
- National Admissions Officials Group (NAOG)
- The Graduate Attribute & Continuous Improvement Professionals Network
- Engineers Canada 30 by 30 Champions Network

### 2.5. Key questions asked of each interest holder

Each stakeholder was asked to respond to the following questions:

1. Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?
2. Are the metrics identified for each recommendation appropriate?
3. Are there any ways that accreditation could support the goals of the 30 by 30 initiative that have not been included in the Working Group's recommendations?
4. What are the ramifications on your program/for you of the 30 by 30 Working Group's recommendations should they be implemented?
5. What risks exist in implementing any/all of the 30 by 30 Working Group's recommendations? How can these risks be mitigated?

### 3. Findings

#### 3.1 List of interest holders that provided feedback

The table below lists the interest holders that provided feedback, the method by which feedback was provided, and the date it was received.

*List of interest holders that provided feedback*

Interest holders	Feedback method	Date received
<b>30 by 30 Champions Post-Secondary Working Group, January 17, 2022</b>		
Jeanie Wills 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Marcie Cochrane 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Mohamed El Daly 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Dena McMartin 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Phyllis Chong 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Heidi Pleog 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Alison Barrett 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Nika Zolfaghari 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Denise Stilling 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Karyn Hemsworth 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Margot Allain Belanger 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Nathalie Tufenkji 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Karen Cain 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Heather Moynihan 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Ana Jaramillo 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Catherine Niu 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Kathryn Atamanchuk 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022



Interest holders	Feedback method	Date received
Maria-Gracia Girardi 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Sandro Perruzza 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Jana Levison 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Svetlana Yanushkevich 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Daniela Constantinescu 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Kim Jones 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Mary Wells 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Jacqueline Stagner 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
Shanleigh McKeown 30 by 30 Champion, Post-Secondary Working Group	Focus group	January 17, 2022
<b>Canadian Engineering Accreditation Board Members (CEAB)</b>		
Tara Zrymiak Canadian Engineering Accreditation Board	Letter	August 23, 2022
Paula Klink Canadian Engineering Accreditation Board	Letter	August 31, 2022
<b>Canadian Federation of Engineering Students (CFES)</b>	Letter	September 7, 2022
<b>Drop-in session, June 23, 2022</b>		
Jim Nicell Engineering Deans Canada, McGill University	Focus group	June 23, 2022
Zaineb Al-Faesly University of Ottawa	Focus group	June 23, 2022
Margaret Anne Hodges Canadian Engineering Qualifications Board	Focus group	June 23, 2022
Anja Lanz <i>Haakon Industries Ltd</i>	Focus group	June 23, 2022
Roni Khazaka National Research Council	Focus group	June 23, 2022
<b>Drop-in session, July 25, 2022</b>		
Jana Levison University of Guelph	Focus group	July 25, 2022
Damineh Akhavan De Havilland Aircraft of Canada Limited	Focus group	July 25, 2022
Anja Lanz Haakon Industries Ltd	Focus group	July 25, 2022
Catherine Tatarniuk Thompson Rivers University	Focus group	July 25, 2022

<b>Drop-in session, August 31, 2022</b>		
Mikhail Burke University of Toronto	Focus group	August 31, 2022
Pemberton Cyrus Canadian Engineering Accreditation Board	Focus group	August 31, 2022
Zoey Zhang Canadian Federation of Engineering Students	Focus group	August 31, 2022
Manu Gill British Columbia Institute of Technology	Focus group	August 31, 2022
Griffin Murdoch Canadian Federation of Engineering Students	Focus group	August 31, 2022
D'Andre Wilson-Ihejirka Brain Stem Alliance	Focus group	August 31, 2022
Mohamed El Daly Association of Professional Engineers and Geoscientists Alberta	Focus group	August 31, 2022
Pal Mann Engineers Nova Scotia	Focus group	August 31, 2022
<b>Engineering Deans Canada (EDC)</b>	Letter	August 29, 2022
<b>Higher Education Institutions</b>		
Conestoga College Submitted by Tony Thoma	Letter	September 25, 2022
McGill University Submitted by Jim Nicell	Letter	August 31, 2022
Université de Sherbrooke Submitted by Nathalie Roy	Letter	August 31, 2022
University of Manitoba Submitted by Marcia Friesen	Letter	August 12, 2022
University of British Columbia Submitted by James Olson	Letter	August 30, 2022
University of Saskatchewan Submitted by Suzanne Kresta	Letter	August 30, 2022
University of Ottawa Submitted by Jacques Beauvais	Letter	August 31, 2022
McGill University Submitted by Jim Nicell	Letter	August 31, 2022
Queen's University Submitted by Kevin Deluzio	Letter	August 31, 2022
University of Waterloo Submitted by Mary Wells	Letter	August 19, 2022
<b>Individuals</b>		
Ryan Huckle Conestoga College	Annotated report	September 1, 2022
Jason Grove	Letter	August 16, 2022

University of Waterloo		
<b>Regulators</b>		
Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS)	Annotated report	September 9, 2022
Engineers Nova Scotia Board of Examiners	Email	August 25, 2022
<b>Women Deans of Engineering, July 15, 2022</b>		
Debbie Roberts Engineering Deans Canada, University of Northern British Columbia	Focus group	July 15, 2022
Marcia Friesen Engineering Deans Canada, University of Manitoba	Focus group	July 15, 2022
Heather Sheardown Engineering Deans Canada, McMaster University	Focus group	July 15, 2022
Jane Goodyer Engineering Deans Canada, York University	Focus group	July 15, 2022
Marie-José Nollet Engineering Deans Canada, École de technologie supérieure	Focus group	July 15, 2022
Mary Wells Engineering Deans Canada, University of Waterloo	Focus group	July 15, 2022

Input was received from 67 individuals, HEIs, organizations and regulatory bodies. In total, approximately 366 lines of feedback were generated via the consultation process.

### 3.2 Summary of consultation feedback

Each line of feedback was analyzed by the members of the Working Group. Feedback was grouped by source and by recommendations of the Working Group report to which it applied. [Appendix 5](#) includes all feedback items received, organized by recommendation(s) to which they apply. A summary of statistics of this data grouping is presented below.

Proportion of feedback received from different sources of interest holders:

- 33% (122) of the feedback lines were from general sources as seen in the open webinar and drop-in sessions. These include professional engineers from industry, some students and EITs, some regulators and some faculty members from academia.
- 20% (74) the feedback lines were from HEIs as collated through specific written feedback directly from the HEI source. These include faculty delivering curriculum to students and administrative faculty such as Associate Deans and similar positions.
- 16% (60) of the feedback lines were from EDC members through direct written feedback.
- 13% (48) of the feedback lines were from EDI/30x30 champions primarily through regulator appointments.
- 9% (33) of the feedback lines were from regulator staff and representatives.
- 5% (18) of the feedback lines were from CEAB members through written communication.
- 3% (11) of the feedback lines were from students primarily through the CFES.

Proportion of feedback items received grouped by recommendations of the Working Group report to which it applied:

- 43% (197) of feedback items were general comments about the Working Group report.
  - This large category comprises comments that were not clearly related to any particular section of the Working Group report nor any specific recommendation.
  - This data can be further subdivided as:
    - 152 overarching comments.
      - Of these, essentially half were of a positive tone in support of the Working Group efforts, while the remaining half were of the opposite view.
    - 27 comments were related to aspects of EDI and how they interact with the report content.
    - 4 comments were on the concept that advancing 30 by 30 initiatives may place an undue burden on certain female-identifying individuals already within the systems. For example, women may be called on to participate in more committee work than comparable male counterparts.
    - 4 comments related to a need for training of CEAB members in EDI and 30 by 30.
    - 3 comments specifically noted the inappropriate scope reach of the recommendations in the report relative to the goals of accreditation.
    - 2 comments noted that there was a lack of specificity in the recommendations.
    - 2 comments pointed out that the risks of implementing 30 by 30 initiatives such as suggested in the report were not analyzed with respect to the risks involved.
    - There were 1 comment each on the topics of indigenous peoples, sharing of best practices and industry/HEI connections.
- 7% (34) of feedback items were about recommendation 4 - Change Graduate Attribute 10 from “Ethics and Equity” to “Equity, Diversity and Inclusion”.
- 6% (25) feedback items were about recommendation 6 - Engineers Canada to publish definitions of Equity, Diversity and Inclusion.
- 4% (19) feedback items were about recommendation 2 - Updates to experience and competence of faculty members to include EDI (Criterion 3.5.4).
- The remaining recommendations received 3% (15) and fewer of the feedback items.

Finally, Engineering Deans Canada offered their feedback during the national consultation process and on multiple instances during CEAB meetings and related accreditation gatherings. In their feedback on the role of the accreditation system in incorporating the goals of the 30 by 30 initiative, Engineering Deans Canada has expressed concern that this work will inappropriately increase the scope of accreditation and will be a use of accreditation as a policy tool to fulfill a broader mandate of Engineers Canada. While the EDC members collectively and individually support gender parity in the profession, they expressed that the recommendations run contrary to its intended goals. Also, they noted, accreditation is an incorrect avenue to achieving progress in this area. EDC comments note that movement within the accreditation system may be a response to recent trends in higher

education and will set a precedence for future trends which will create instability in the criteria and will jeopardize the ability to meet the criteria for their programs.

The feedback received from the Engineering Deans Canada regarding the CEAB 30 by 30 Working Group report and its recommendations can be summarized as follows:

- Fundamental flaws were identified in the process followed by the Working Group in its formation, composition, and approach to creating the report.
- A misalignment was noted between the Working Group process and its recommendations with the 30 by 30 goals of achieving an inclusive engineering profession.
- Concerns were expressed about recommendations that are seen as an inappropriate incursion into matters outside the scope of accreditation.
- Strong opposition was expressed against moving forward with any of the recommendations proposed by the Working Group.
- A formal request was made to the Engineers Canada Board to suspend the national consultation process.

The Engineers Canada Board chose not to suspend the national consultation process. The Working Group followed an Engineers Canada Board directive to ensure full consideration of the Engineering Deans Canada perspective, and, accordingly, the Working Group invited the EDC to review their revised report and resulting recommendations in light of the national consultation results before finalizing their recommendations for presentation to the CEAB.

Engineering Deans Canada's feedback on the Working Group revised recommendations

The report on the 2022 national consultation on the CEAB 30 by 30 Working Group Report was sent to the EDC chair in January 2024. In response, the EDC provided the following feedback:

- "The Working Group has accurately summarized EDC concerns included in section 3.2 of this report.
- The revised recommendations appear to be predominately editorial in nature and do not reflect any meaningful reflection or changes based on the feedback received from EDC.
- HEIs are committed to action to improve equity, diversity and inclusion with respect to underrepresented groups in the engineering profession, including women, indigenous peoples and other equity-deserving groups."

Lastly, EDC's position remains unchanged, and they reiterate the feedback summarized in section 3.2 of this report.

### 3.3 Revised recommendations

In light of the consultation findings, the Working Group members have revised the recommendations, which are presented in this section of the report. The revisions are made visible using track changes.

#### **Recommendation 1: Updates to criterion 3.5.3 Leadership**

It is recommended that the following addition be made to criterion 3.5.3 on leadership:

The dean of engineering (or equivalent officer) and the head of an engineering program (or equivalent officer with overall responsibility for each engineering program) are expected to provide effective leadership in engineering education, **including the continual commitment to the promotion of equity, diversity and inclusion**, and to have high standing in the engineering community. They are expected to be engineers licensed to practice in Canada.

**Metric:** Improved satisfaction with **awareness of** EDI issues **in Engineers in training (EIT) candidates on their experiences while in programs from a survey done by regulators of which one portion could address 30 by 30, EDI and other culture of engineering programs issues in faculty, students and EITs where appropriate that would qualitatively reflect the promotion from the leadership as seen by internal groups within HEIs.**

#### **Recommendation 2: Updates to criterion 3.5.4 Experience and competence of faculty members**

It is recommended that the following addition be made to criterion 3.5.4 on the experience and competence of faculty members:

Faculty delivering the engineering curriculum **within a program** are expected to have a high level of expertise and competence, **demonstrate an understanding of, and continual commitment to ,EDI, and to be dedicated to** the aims of engineering education and of the self-regulating engineering profession, which will be **judged-examined** by the following factors:

- a. The level of academic education of its members.
- b. The diversity of their backgrounds, including the nature and scope of their non-academic experience.
- c. Their ability to communicate effectively.
- d. Their experience and accomplishments in teaching, research and/or engineering practice.
- e. Their degree of participation in professional, scientific, engineering, and learned societies.
- f. Their appreciation of the role and importance of the self-regulating engineering profession, and of positive attitudes towards professional licensure and involvement in professional affairs.
- g. EDI as an aspect of recruitment and hiring practices of new faculty and instructors within a program.**

**Metric:** Improved satisfaction with EDI issues in EIT candidates on their experiences while in programs from a survey done by regulators of which one portion could address 30 by 30, EDI and other culture of engineering programs issues. **This should show progression over a series of surveys to demonstrate increased awareness.**

---

<sup>1</sup> Where proposed changes to language are made, the change is identified using **Deleted** / **Added** text font colours and formatting.

**Recommendation 3: Change Graduate Attribute 8 from “Professionalism” to “Professionalism and Ethics”**

It is recommended that Graduate Attribute 8 be changed from “Professionalism” to “Professionalism and Ethics.” The following is the proposed new wording:

8. Professionalism **and Ethics**. An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public **demonstrating an ability to recognize and act ethically and apply professional ethics.**

It is further recommended that Appendix 8, the *Interpretive statement on graduate attributes* be updated to include the following definitions of the concepts of professionalism and ethics:

***Professionalism***

**An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public resulting in readiness for the professional environment.**

***Ethics***

**An ability to understand, recognize, and apply professional concepts ~~that include but in~~ but in an inclusive and safe environment that may include but not be limited to duty, fairness, respect, risk of harm, honesty, diligence, trustworthiness, confidentiality, and transparency.**

**Metric:** Information gathered from a survey of stakeholders that this revised Graduate Attribute and associated definitions and interpretations are helpful and useful in creating strong programs. This survey can be done in conjunction with or as an addition to normal feedback gathered from HEI ~~programss~~ programs after their visit.

**Recommendation 4: Change Graduate Attribute 10 from “Ethics and Equity” to “Equity, Diversity and Inclusion”**

It is recommended that Graduate Attribute 10 be changed from “Ethics and Equity” to “Equity, Diversity and Inclusion.” The following is the proposed new wording:

10. **Equity, Diversity, and Inclusion. Demonstrate an understanding of equity as well as diversity at individual, interpersonal, organizational, educational, professional, and societal levels, with an ability to create and work in inclusive people groups and environments and consider accessibility as a factor in creating inclusion, diversity and equity.**

It is further recommended that Appendix 8, the *Interpretive statement on graduate attributes* be updated to include a definition of equity, diversity and inclusion (see recommendation 6). Example to this interpretive statement could include UN SDG #5 Gender Equality.

**Metric:** Information gathered from a survey of stakeholders including industry that this revised GA and associated definitions and interpretations are helpful and useful in creating strong programs. This survey ~~can be done in conjunction or as is in an~~ addition to normal feedback gathered from HEIs for each program after their visit. Feedback from this process should be part of a continual improvement process for CEAB and EC together.

**Recommendation 5: Update to the Interpretive ~~s~~Statement on Graduate Attributes**

It is recommended that Appendix 8 the *Interpretive statement on graduate attributes*, specifically the section related to criterion 3.1.4 (assessment tools) be updated to provide clarity around the definitions and expectations for the categories introductory, developed and advanced application (I/D/A) that better prepares students for licensure and the practice of engineering.

**Metric:** The adoption of an updated interpretive statement by the CEAB that aligns with the Washington Accord IEA changes to in Graduate Attributes.



**Recommendation 6: Engineers Canada's definition of Equity, Diversity and Inclusion**

It is recommended that the Engineers Canada Board develop definitions for "equity," "diversity" and "inclusion" that are consistent with federal standards and applicable to all aspects of the work that Engineers Canada undertakes, including accreditation in tandem with considering aspects of a Professional Engineering careers in all sectors.

It is further recommended that Appendix 8, the *Interpretive statement on graduate attributes* be updated to include the definitions of equity, diversity and inclusion in relation to the proposed Graduate Attribute 10 Equity, Diversity and Inclusion.

**Metric:** Information gathered from a survey of stakeholders including industry that this definition and associated interpretive statement are helpful and useful in creating strong programs that will benefit the practice of engineering. This survey can be done in conjunction or as-is in addition to normal feedback gathered from HEIs after their visit for each program. Feedback from this process should be part of a continual improvement process for CEAB and EC together.

**Recommendation 7: Update to the Interpretive Statement on Accreditation Unit (AU) Categories**

To provide HEIs with examples of how EDI can be incorporated into operations, it is recommended that Appendix 7 *Interpretive statement on accreditation unit (AU) categories* be updated to include the following language:

The remaining 305 AUs (out of 1850 minimum) may be assigned to any combination of mathematics, natural sciences, engineering science, engineering design and complementary studies, such as courses or elements of courses that incorporate EDI concepts, as well as a distinct category "other" if considered desirable. The latter is intended to cover learning activities that may not otherwise be categorized but complement the technical content of the curriculum, is consistent with the program objectives and is assigned academic credit by the institution. HEIs are encouraged to consider EDI or 30 by 30 EDI training or seminar series (for example) within this allocation of AUs.

**Metric:** That 50% of HEIs programs adopt EDI or 30 by 30 training or seminars initiatives that include as optional learning activities contributing to the AU total in programs as indicated on documentation provided by the HEIs as part of their questionnaire as prepared for the visiting team.

**Recommendation 8: Update to the Interpretive Statement on Continuous Improvement**

To provide HEIs with examples of how EDI can be incorporated into operations, it is recommended that Appendix 9 *Interpretive statement on continuous improvement* be updated to include the following language in relation to criteria 3.2.1 (improvement process), 3.2.2 (stakeholder engagement) and 3.2.3 (improvement actions):

Examples: The implementation and expansion of EDI and 30 by 30 EDI initiatives that are incorporated into the overall educational experience. These may include for example seminars, specific training, workshops, or other educational learning activities.

Example: The program demonstrates a year-over-year improvement action in Criteria 3.2.3 for EDI and/or 30 by 30 initiatives.

**Metric:** Information gathered from a survey of stakeholders including industry that this revision of the interpretive statement is helpful and useful in creating strong programs that will benefit the practice of engineering. This survey can be done in conjunction or as-is in an addition to normal feedback gathered from HEIs after their visit for each program. Feedback from this process should be part of a continual improvement process for CEAB and EC together.



**Recommendation 9:** Addition to Suggested interview questions for (onsite) visits regarding criterion 3.3.3 Academic Advising

It is recommended that suggested questions be added to the interview guide to facilitate the visiting team member's data collection on the processes that are in place to address EDI issues in relation to faculty-, staff- and peer-advising without bias. The suggested questions are included as an appendix to this report, and are also presented broken down by topic area in subsequent recommendations.

**Metric:** Feedback from visiting teams that the question list was helpful through a visit evaluation survey.

**Recommendation 10:** Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.1.1 Quality of the educational experience

It is recommended that suggested questions be added to the interview guide to facilitate the visiting team member's data collection on a) the program's demonstrated commitment to EDI, b) the program's provision of EDI training to faculty and staff, and c) the program's policies and procedures to support students through counselling services. The suggested questions are as follows:

- Who is providing counselling?
- What is the nature of the counselling (i.e., psychological, morale, program advising)?
- What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?)

**Metric:** Feedback from visiting teams that the question list was helpful.

**Recommendation 11:** Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.3 Leadership

It is recommended that suggested questions be added to the interview guide to facilitate the visiting team member's data collection on leadership's commitment to EDI:

- What is the Office of the Dean doing within the faculty to provide leadership ~~be a leader~~ on EDI issues?
- Does the Office of the Dean support (and have a program in place to support) EDI? If so, how is it being rolled out and how is it being sustained?

**Metric:** Feedback from the visiting teams that the question list was helpful.

**Recommendation 12:** Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.4 Experience and competence of faculty members

It is recommended that suggested questions be added to the interview guide to facilitate the visiting team member's data collection on the experiences of female faculty members:

- Are female and minority-marginalized group faculty members being encouraged and supported for sustained growth?
- What ongoing/sustainable training opportunities exist for women and minority-marginalized groups?
- How are female and minority-marginalized group faculty encouraged/supported in their early career to gain industry partnership/mentorship/etc.?
- What EDI principles are endorsed by the Office of the Dean and faculty as it relates to the faculty and staff hiring processes?

**Metric:** Feedback from the visiting teams that the question list was helpful.

**Recommendation 13: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.7 Authority and responsibility for the engineering program**

It is recommended that a question be added to the interview guide to facilitate the visiting team member's data collection to understand if the Engineering Faculty Council (or equivalent) is aware of EDI issues. The suggested question is as follows:

- How are EDI issues addressed by this ~~body~~ organization?

**Metric:** Feedback from the visiting teams that the question list was helpful.

**Recommendation 14: Addition to Suggested interview questions for (onsite) visits regarding general EDI issues**

It is recommended that ~~suggested the following~~ questions be added to the interview guide to facilitate the visiting team member's data collection on general EDI issues:

*Strength of Infrastructure*

- Does the HEI have an EDI statement?
- What is the general state of awareness and training on EDI for faculty, staff, ~~graduate~~ and undergraduate students?
- Are the specific faculty or staff dedicated or focused on 30by30 or EDI issues?
- What champion groups, or other entities, support EDI within the HEI?
- What is the general level of effectiveness of EDI-related interventions?

*Qualitative: Student Experience of EDI*

- Interviews: undergraduate, graduate, staff, technologists
  - Have you experienced harassment ~~while in your chosen program?~~
  - Have you ~~ever~~ been discouraged ~~from while~~ participating in ~~your chosen the~~ program?
  - Do you know how to report any harassment issues?
  - Would you choose this major again?
  - What happened when issues were brought forth? Were they addressed? By whom?

*Quantitative: Knowledge and attitude of leadership*

- How many women students? Major?
- How many women faculty?
- How are women students being supported?
- How are women faculty being supported?
- What actions are occurring with ~~regards-regard~~ to EDI for recruitment and retention?
- What are the outreach activities success rates?
- ~~Would~~ How would you characterize the EDI efforts of the HEI as ad-hoc, top-down, collective effort?

**Metric:** Feedback from the visiting teams that the question list was helpful.

**Recommendation 15: Position statement on issues related to recruitment and retention**

It is recommended that ~~the CEAB~~ the CEAB or Engineers Canada issue a position statement related to EDI and issues of recruitment and retention ~~which that~~ touches on the following points:

- Programs are encouraged to seek out non-engineering disciplines to be involved with program development and delivery ~~in order to~~ be dynamic and inclusive especially with respect to EDI issues. An effective way to engage non-engineering disciplines is through engineering design capstone projects.
- Disciplines with historically low diversity enrollment rates are encouraged to seek out ways to increase diversity and representation in their programs. -It should be noted that gender balance in enrollment would be an effective way to measure the impact of a program's commitment to the 30 by 30 initiative.
- Programs are encouraged to engage their industry partners to help identify EDI issues within a program that may be impacting the local practice environment ~~as a means to~~ improve the program culture.

**Metric:** The position statement is published and made available on the Engineers Canada website, and is accessed by external stakeholders (which is possible to determine via web analytics).

**Recommendation 16: Composition and training of visiting teams**

It is recommended that the CEAB update CEAB policy 4.2 (selection of visiting team) to reflect the following language:

The CEAB strives to create visiting teams that are composed of at least 30 ~~per cent~~ percent women. A long-term goal would be a female/male split representative of the Canadian population.

It is further recommended that the Engineers Canada Board review the Diversity and Inclusion policy to determine if it is appropriate to limit both the target and time goals associated with the 30 by 30 initiative.

**Metric:** That CEAB Policy 4.2, Selection of visiting team, is updated and approved by the Engineers Canada Board to indicate CEAB “strives to create visiting teams that are composed of at least 30 *per cent* women; a long-term goal would be a female/male split representative of the Canadian population.”

**Recommendation 17: Volunteer pool**

It is recommended that efforts be made to increase outreach and recruitment activities ~~in order to~~ grow the pool of visit volunteers to be more reflective of the Canadian population including diversity of language, gender and marginalized groups.

**Metric:** That advertising for volunteers via the Engineers Canada website and social media platforms include the following language: “Engineers Canada believes that having a pool of volunteers that is reflective of the Canadian population is a source of our strength. As such, we encourage all qualified individuals to apply, including women and members of ~~minority~~ marginalized groups.” Further that female-centric engineering organizations, ~~regulators~~ and the EDC partner with the CEAB in the dissemination of the call for volunteers.

**Recommendation 18: Code of conduct**

It is recommended that Engineers Canada critically review the current code of conduct enshrined in the [Board Policy Manual, 4.3 – Code of Conduct](#) to ensure the organization is inclusive and respectful of all groups, and that the Code is applicable to all of the organization's operations.

**Metric:** The Engineers Canada Board undertakes a review of the current Code of Conduct policy.

It is further recommended that all visiting team members be provided with a written copy of the current Code of Conduct and any future iterations as they become available.

**Metric:** That the CEAB Secretariat provides all visiting team members with a copy of the Code of Conduct for each visit in which they participate.

It is further recommended that the visiting team chair's orientation presentation be updated to include information on the Code of Conduct (current and future iterations) and the principles of equity, [diversity](#) and inclusion.

**Metric:** That the visiting team chair's orientation presentation template is updated to include information on the Code of Conduct and the principles of equity, [diversity](#) and inclusion.

**Recommendation 19: Library of resources on EDI**

It is recommended that the CEAB, in connection with staff assigned to support the Engineers Canada 30 by 30 initiative, maintain a library of resources that HEIs could consult on best-practice and industry standards when planning and implementing EDI work for their faculty/department and program(s).

**Metric:** Information gathered from a survey of stakeholders that this library provides a helpful and useful resource. -This survey can be done in conjunction or as an addition to normal feedback gathered from HEIs after their visit.

## 4. Recommendations to CEAB

The CEAB 30 by 30 Working Group has concluded a national consultation process that was comprised of requesting feedback on its report from interested holders including the EDC, CEQB, regulator groups, practicing engineers and academia. This consultation resulted in almost 400 individual points of feedback. Each point was evaluated by the Working Group for its impact and potential revision to the initial recommendations. Statistics on the feedback are included in the consultation report. The recommendations were thoroughly revised to incorporate all constructive feedback. Then the revised recommendations, along with a comprehensive version of the consultation report were forwarded to the EDC for additional feedback as per the request of the Engineers Canada Board. The response of EDC is also included in this final consultation report.

At this time, in pursuit of a more inclusive profession for women and other marginalized groups, the Working Group presents the revised recommendations and the final consultation report to the CEAB along with the following motion:

*That the CEAB endorse the report on the 2022 consultation on the CEAB 30 by 30 Working Group Report for its subsequent submission to the Engineers Canada Board for consideration.*

## 5. Definitions

**CEAB, AB:** The Canadian Engineering Accreditation Board, or simply the Accreditation Board. Though referred to as a 'Board' the CEAB is technically a committee of the Board of Directors of Engineers Canada.

**Engineers Canada Board:** The Board of Directors of Engineers Canada.

**Higher education institution, HEI:** A post-secondary institution, which would refer to an institution offering educational programming after high school.

**Regulators:** The provincial and territorial associations established under law to regulate the practice of professional engineering within their respective jurisdictions, and who are the Members of Engineers Canada, as defined in the Articles of Continuance.

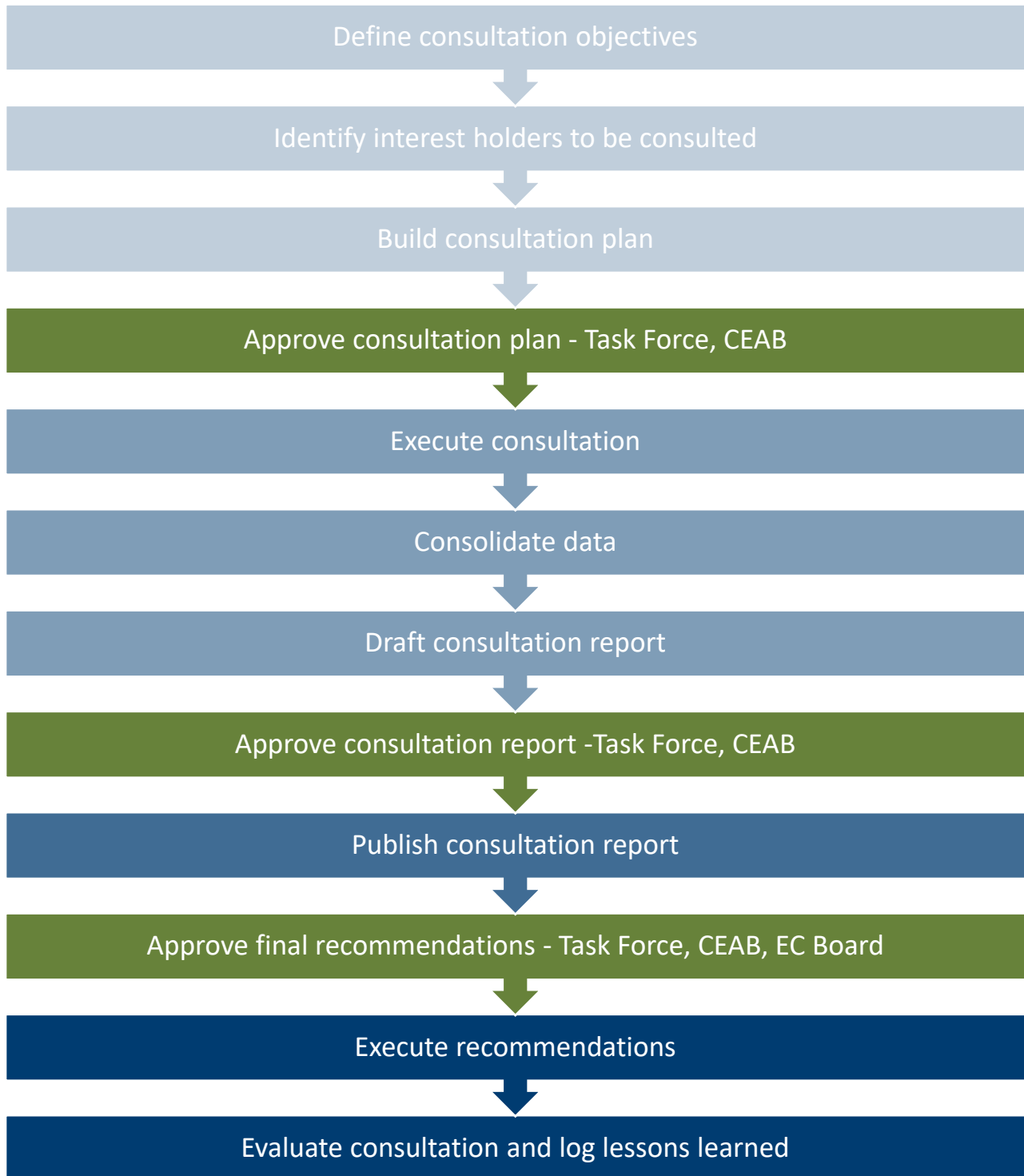
**Task force:** For the purposes of this report, a task force is a subcommittee operating for a defined period with a specific task. Task forces may include members who are not members of the committee or Board that created the task force.

## 6. Appendices

### Appendix 1: CEAB 30 by 30 Working Group Report

The CEAB 30 by 30 Working Group report can be viewed on the Engineers Canada website [here](#).

## Appendix 2: Engineers Canada's Consultation Process



Legend:

Decision point

Workplan process

## Appendix 3: Consultation Invitation Email

*[send via email from: accreditation@engineerscanada.ca]*

*(le français suit)*

### RE: Consultation on the CEAB 30 by 30 Working Group Report

Dear colleagues,

*(Distribution: Board, CEO Group, NAOG)*

At their June 5-6, 2021 meeting, the Accreditation Board directed the CEAB 30 by 30 Working Group to consult interest holders on the recommendations of their report regarding possible interventions in the accreditation system to support the goal of the 30 by 30 initiative. **All regulators are invited to provide comments on the recommendations contained within the report.** The consultation period will be between May 2 and August 31, 2022.

### Who should participate

The CEAB 30 by 30 Working Group has identified engineering regulators' councils, boards of examiners, and/or academic review committees as potential participants in this process. However, there may be other individuals within your organization who should be made aware of this consultation and who may be interested in participating.

### How to participate

#### 1. Introduction to the consultation process - webinar

Any individual within your organization who may be interested is invited to attend one of our scheduled introduction webinars. By clicking their preferred option below, participants will be provided within instructions on how to register:

- [Thursday, May 12<sup>th</sup> at 2pm – 3pm EDT](#) (English)
- [Thursday, May 19<sup>th</sup> 2:30 – 3:30 EDT](#) (French)

The introduction webinar will provide an overview of the report development process, highlight the recommendations contained within the report, and define the ways by which we will consult each stakeholder group. Any individual who is not able to participate in the live webinar will be able to access the webinar recording on the Engineers Canada website.

#### 2. Drop-in sessions

Interest holders are invited to attend one of three drop-in sessions to provide their feedback on the recommendations to the members of the Working Group. Breakout rooms will be utilized to ensure conversations are effective and fulsome. To register for one of these sessions, please use the following links:

Date	Registration link
June 23, 1:00 am ET	<a href="https://us06web.zoom.us/meeting/register/tZcldeGhqjksH9BKG85a-bqhchilNnuISPZh">https://us06web.zoom.us/meeting/register/tZcldeGhqjksH9BKG85a-bqhchilNnuISPZh</a>



July 25, 1:00 pm ET	<a href="https://us06web.zoom.us/join/join?pwd=6sqzgJE9bwfh9g2ekmtYQ2iGZqlB8p">https://us06web.zoom.us/join/join?pwd=6sqzgJE9bwfh9g2ekmtYQ2iGZqlB8p</a>
August 31, 12:00 pm ET	<a href="https://us06web.zoom.us/join/join?pwd=tZAlfuqhQz8uEtf4FIJjEgvgpAzzULs8mxoY">https://us06web.zoom.us/join/join?pwd=tZAlfuqhQz8uEtf4FIJjEgvgpAzzULs8mxoY</a>

Please note, each session will support both French and English participants.

### 3. Webinar meeting with organization officials

Should you or your colleagues wish to organize a web meeting to discuss the CEAB 30 by 30 Working Group recommendations, please email [accreditation@engineerscanada.ca](mailto:accreditation@engineerscanada.ca) to schedule the meeting.

### 4. Submit written feedback

You are invited to participate in the consultation through any of the means listed above. Additionally, you are invited to submit a formal written response. Written responses should be directed to [accreditation@engineerscanada.ca](mailto:accreditation@engineerscanada.ca) or by mail to:

CEAB 30 by 30 Working Group  
c/o Elise Guest  
Engineers Canada  
300-55 Metcalfe St.  
Ottawa, ON K1P 6L5

Written responses must be received by **August 31, 2022**.

### How your feedback will be used

Following each meeting, we will synthesize the feedback you have given and provide it for validation to our primary contact at your organization. All feedback from all interest holders will be collected and presented to the CEAB 30 by 30 Working Group, the CEAB, and the Engineers Canada Board of Directors. A summary of all feedback received will be circulated to interest holders and posted on the Engineers Canada website.

### Background

Engineers Canada is working to increase the representation of women within engineering through its 30 by 30 initiative. This initiative has a goal of raising the percentage of newly licensed engineers who are women to 30 per cent by the year 2030. As such, the 2019-2021 [Engineers Canada's Strategic Priority 3: Recruitment, retention, and professional development of women in the engineering profession](#) highlights the need to drive cultural change in the engineering profession in order to attain the goal of "30 by 30". At their [Fall 2019 meeting](#), the Engineers Canada Board approved the Strategic Priority's [sub-strategy](#), which included direction to the CEAB to develop appropriate ways within the accreditation process to incorporate the goals of the 30 by 30 initiative.

In response, the CEAB struck the CEAB Working Group to Respond to the Engineers Canada 30 by 30 initiative. The Working Group developed 19 recommendations on possible interventions that can be made in the accreditation system in support of the goal of increasing the number of women involved in the engineering profession. The recommendations fall into the following categories:

- The CEAB Criteria and Procedures

- Supporting documentation for the CEAB Criteria and Procedures
- The interpretive statements
- Encouraging recruitment and retention to the engineering profession
- Volunteer management
- General recommendations

At their June 2021 meeting, the CEAB directed the Working Group to consult with the various interest holders that will be affected by the report's recommendations in a national consultation.

On behalf of the CEAB 30 by 30 Working Group, the Accreditation Board, and Engineers Canada, thank you for considering this invitation. Should you have any questions, please do not hesitate to contact me ([mya.warken@engineerscanada.ca](mailto:mya.warken@engineerscanada.ca) or at 1-877-408-9273 extension 206) or Elise Guest ([elise.guest@engineerscanada.ca](mailto:elise.guest@engineerscanada.ca) or at 1-877-408-9273 extension 260).

Best regards,

Mya Warken  
Manager, Accreditation  
Gestionnaire, Agrément

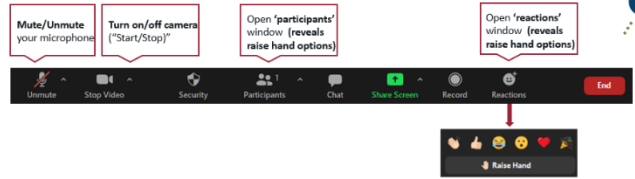
## Appendix 4: Consultation Presentation Slide Deck

### CEAB Working Group to respond to the Engineers Canada "30 by 30" Initiative Pan-Canadian Consultation

Jeff Pieper  
Chair, CEAB 30 by 30 Working Group  
May 12, 2022



### Have a question?



### Outline

1. Background
2. Report recommendations
3. Consultation process
4. How to participate in the consultation process



### 30 by 30 goal An Engineers Canada initiative

- Underrepresentation of women linked to sustainability of the profession
- A **collective impact** initiative that seeks to increase the number of newly licensed engineers who are women to 30 per cent by the year 2030
- Cross-sectoral network: Regulators, post-secondary institutions, employers, and associations
- Measuring diversity and inclusion = accountability, impact vs. intent
- Nationally accepted metric, regulators collect annual data on newly licensed engineers



### The 30 by 30 Approach

Other Engineers Canada initiatives to advance the goals of the 30 by 30 strategic priority:

- 30x30 champions network; 30 by 30 Conference
- Youth initiatives
- Partnerships with CFES, EngQueers, Canadian Centre for Women in Science, Engineering, Trades and Technology, and *DiscoverE* (US) Thought Leadership group
- Support for the Canadian Engineering Memorial Foundation
- CEQB Guide for employers to increase diversity and women's participation in the workplace
- Joint publication with Geoscientists Canada: *Managing Transitions: Before, During and After Leave*
- Signatory to Electricity Human Resources Canada's Leadership Accord for Gender Diversity
- Partnership with Engineers and Geoscientists BC and Engineers and Geoscientist Canada on a publicly-available webinar training on EDI for engineers and geoscientists
- Signatory to the federal government's 50/30 challenge



### Direction from the Engineers Canada Board to the CEAB

"THAT the Engineers Canada Board direct the CEAB to develop appropriate ways within the accreditation process to incorporate the goals of the 30 by 30 initiative."

October 4, 2019 Board meeting



### CEAB Working Group to Respond to the Engineers Canada 30 by 30 Initiative

Mandate:

1. To explore ways in which Engineers Canada's accreditation process can support the 30 by 30 initiative. This may include, but is not limited to (in no particular order):
  - a. Position statements
  - b. Accreditation criteria
  - c. Interpretive statements
  - d. Volunteer training
  - e. CEAB practices or processes
2. To assess how other professional education accreditation bodies (both engineering and not, and both domestic and international) are addressing similar calls to action.



## Members

- Jeff Pieper, CEAB Member, Chair
- Emily Cheung, CEAB Member
- Mina Hoorfar, nominated by Engineering Deans Canada
- Amy Hsiao, nominated by Engineering Deans Canada
- Tim Joseph, Engineers Canada Director appointee to the CEAB
- Anne-Marie Laroche, CEAB Member
- Jeanette Southwood, Engineers Canada Senior Leadership Team representative (assisted by Cassandra Polyzou, Engineers Canada Manager, Diversity, Equity and Inclusion)
- Ramesh Subramanian, CEAB Member

## Timeline



## Methodology

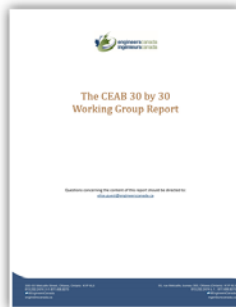
- The Working Group took into account the presumed perspectives of the following stakeholders in their work:
  - Regulators
  - Engineers Canada
  - Higher Education Institutions
  - Visiting Teams
  - The 30 by 30 Champion Network
  - CEAB Members
- The Working Group underwent training in EDI and individual learning to bring a knowledgeable perspective forward.

## Why is this appropriate for accreditation?

- Principles of the 30 by 30 initiative and work-to-date
- Role of education in the profession
- Findings of the environmental scan/literature reviews
- Lived experiences

## Working Group Report

- 19 recommendations related to:
- The CEAB Criteria and Procedures
  - The interpretive statements
  - Supporting documentation for the CEAB Criteria and Procedures
  - Encouraging recruitment and retention to the engineering profession
  - Volunteer management



## Recommendations

### Recommendations: Criteria

- Recommendation 1: Updates to criterion 3.5.3 Leadership
- Recommendation 2: Updates to criterion 3.5.4 Experience and competence of faculty members
- Recommendation 3: Change Graduate Attribute 8 from "Professionalism" to "Professionalism and Ethics"
- Recommendation 4: Change Graduate Attribute 10 from "Ethics and Equity" to "Equity, Diversity and Inclusion"

### Recommendations: Interpretive Statements

- Recommendation 5: Update to the Interpretive Statement on Graduate Attributes
- Recommendation 6: Engineers Canada definition of Equity, Diversity and Inclusion
- Recommendation 7: Update to the Interpretive Statement on Accreditation Unit (AU) Categories
- Recommendation 8: Update to the Interpretive Statement on Continuous Improvement

## Recommendations: Supporting Documentation for the CEAB Criteria and Procedures

- Additions to *Suggested interview questions [for] onsite visits* questions:
  - Recommendation 9: regarding criterion 3.3.3 Academic Advising
  - Recommendation 10: regarding criterion 3.5.1.1 Quality of the educational experience
  - Recommendation 11: regarding criterion 3.5.3 Leadership
  - Recommendation 12: regarding criterion 3.5.4 Experience and competence of faculty members
  - Recommendation 13: regarding criterion 3.5.7 Authority and responsibility for the engineering program
  - Recommendation 14: regarding general EDI issues



17

## Recommendation: Encouraging recruitment and retention to the engineering profession

- Recommendation 15: Position statement on issues related to recruitment and retention

## Recommendation: Volunteer management

- Recommendation 16: Composition of visiting teams
- Recommendation 17: Volunteer pool



18

## General recommendations

- Recommendation 18: Code of conduct
- Recommendation 19: Library of resources on EDI



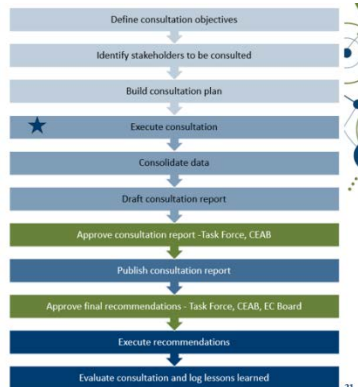
19

## Next Steps



## National consultation

May 2 – August 31, 2022



21

## National consultation: Objectives

1. Inform stakeholders of the CEAB's efforts to contribute to Engineers Canada's 30 by 30 initiative.
2. Investigate stakeholder reaction to the report recommendations.
3. Identify recommendations that should be implemented and those that should not move forward for implementation, and make improvements to suggested changes/metrics before implementations.
4. Identify barriers to change to any of the report recommendations.
5. Develop a reasonable implementation plan that reflects the diverse viewpoints of stakeholders.
6. Collect feedback on the overlap between 30 by 30 initiatives and wider equity, diversity and inclusion efforts.



22

## National consultation: Questions

1. Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?
2. Are the metrics identified for each recommendation appropriate?
3. Are there any ways that accreditation could support the goals of the 30 by 30 initiative that have not been included in the Working Group's recommendations?
4. What are the ramifications on your program/for you of the 30 by 30 Working Group's recommendations should they be implemented?
5. What risks exist in implementing any/all of the 30 by 30 Working Group's recommendations? How can these risks be mitigated?



23

## Stakeholder groups being consulted

- CEAB and CEQB
- Canadian Federation of Engineering Students (CFES)
- Engineering Deans Canada (specific focus on DLC)
- Engineering Deans Canada (via the DLC), with a request for Deans to share with faculty
- Engineering regulators (via the CEO and National Admissions Officials Groups)
- Higher Education Institutions (HEIs)
- National Admissions Officials Group (NAOG)
- The Graduate Attribute & Continuous Improvement Professionals Network
- Engineers Canada 30 by 30 Champions Network



24



## Next steps

- [Dedicated web page](#)
- Kick-off webinars
  - May 12 (English) and May 19 (French)
- Stakeholder meetings by request
- Virtual drop-in sessions
  - June 23, July 25, August 25
- Written submissions

Written responses can be submitted to:

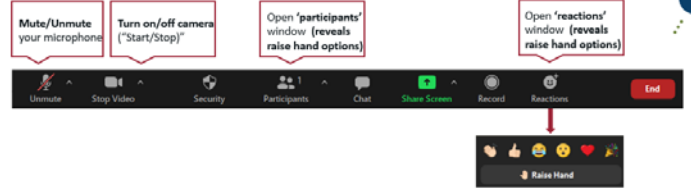
[accreditation@engineerscanada.ca](mailto:accreditation@engineerscanada.ca)

or by mail to:

c/o Mya Warken  
Engineers Canada  
300-55 Metcalfe St.  
Ottawa, ON K1P 6L5

Submission deadline: **August 31, 2022**

## Have a question?



## Thank you

For more information:

[accreditation@engineerscanada.ca](mailto:accreditation@engineerscanada.ca) | 613.232.2474

[engineerscanada.ca/accreditation](https://engineerscanada.ca/accreditation)



## Appendix 5: Feedback Items Received Through Consultation

# CEAB 30 by 30 Working Group Report

## National Consultation Feedback

(January 2024)



## Table of Contents

1. Feedback pertaining to recommendation 1: Include EDI in responsibilities for Leadership of Programs (Criterion 3.5.3)
  2. Feedback pertaining to recommendation #2: Updates to experience and competence of faculty members to include EDI (Criterion 3.5.4)
  3. Feedback pertaining to recommendation #3: Change Graduate Attribute 8 from “Professionalism” to “Professionalism and Ethics”
  4. Feedback pertaining to recommendation #4: Change Graduate Attribute 10 from “Ethics and Equity” to “Equity, Diversity and Inclusion”
  5. Feedback pertaining to recommendation #5: Interpretive Statement on GA/CI to include definitions of EDI terms
  6. Feedback pertaining to recommendation #6: Engineers Canada to publish definitions of Equity, Diversity and Inclusion (EDI)
  7. Feedback pertaining to recommendation #7: Interpretive Statement on AU Categories to encourage unassigned units to include training in EDI
  8. Feedback pertaining to recommendation #8: Interpretive Statement on CI to provide example(s) of how to include EDI into CI processes
  9. Feedback pertaining to recommendation #9: Addition to Suggested interview questions for visits regarding criterion 3.3.3 (Academic Advising)
  10. Feedback pertaining to recommendation #10: Addition to suggested interview questions for visits regarding Criterion 3.5.1.1 (Quality of the educational experience)
  11. Feedback pertaining to recommendation #11: Addition to suggested interview questions for visits regarding criterion 3.5.3 (Leadership)
  12. Feedback pertaining to recommendation #12: Addition to suggested interview questions for visits regarding criterion 3.5.4
  13. Feedback pertaining to recommendation #13: Addition to suggested interview questions for visits regarding criterion 3.5.7 (Authority and responsibility for the engineering program)
  14. Feedback pertaining to recommendation #14: Addition to suggested interview questions for visits regarding general EDI issues
  15. Feedback pertaining to recommendation #15: New position statement on issues related to recruitment and retention
  16. Feedback pertaining to recommendation #16: Update policy 4.2 regarding composition and training of visiting teams
  17. Feedback pertaining to recommendation #17: Volunteer pool updates
  18. Feedback pertaining to recommendation #18: Possible updates to Engineers Canada policy 4.3 regarding code of conduct
  19. Feedback pertaining to recommendation #19: Creation of a library of resources on EDI
- G. General Feedback

Line	Feedback pertaining to recommendation #1: Include EDI in responsibilities for Leadership of Programs (Criterion 3.5.3) (n=13)
44	The reach or proportion of women in traditionally low-women-enrollment programs should be considered. Exploring the average across a whole faculty is not enough. We need to look carefully at lower enrollment cases.
46	We should consider the quality of our successes and not just numerical or quantitative results.
47	Our next steps should be future-focused and with a systems or holistic approach.
55	<b>Recommendation 1:</b> Updates to Criterion 3.5.3 Leadership While noble in its intent, adding the promotion of equity, diversity and inclusion to Criterion 3.5.3 is problematic, as it would be difficult to evaluate and triangulate. The results may not be representative or the performance of the Dean of Engineering (or equivalent).
68	This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believes that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.
171	From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
193	Train students to be leaders of tomorrow – we don't want to prescribe quotas for committees
242	Recommendations that are tied to the internal institutional policies and regulations (1, 2, 8, and 15)  At [HEI E], the EDI Strategic Plan puts in place measures that will be undertaken over the next five years to enhance diversity and ensure equitable opportunities and a sense of belonging for all. [HEI E] and by extension, the Faculty of Engineering, is committed to create an inclusive environment. This is an institutional mandate that includes recruitment and retention of the University's employees, and it is under the purview of the University and out of the scope of accreditation. Thus, Category 1 recommendations, comprising recommendations 1, 2, 8 and 15, are not appropriate as they interfere with the HEI's internal policies, regulations, and strategic directions.
253	<b>Recommendation 1:</b> Update criterion 3.5.3 Leadership We recommend that the CEAB act as a role model by using gender-neutral language. For example, we suggest using the office name to avoid gender binary references: The office of the Dean of the Faculty of Engineering and department management (or the service with responsibility [...]).
293	I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI: <b>Recommendation 1:</b> Updates to criterion 3.5.3 Leadership. I am unclear what the purpose of the metric is. If it is to assist in the accreditation team visit and/or board decision, then I am concerned since it is a significantly lagging indicator and we would have no agency in its deployment. If it is for other purposes then this concern is moot.

301	<p>Recommendation 1 Metric</p> <p>This metric will need clarification on how it is demonstrated. For instance, "improved satisfaction" relative to what standard? If it's against student responses over time, this doesn't capture the activities of the school, only what the students are aware of.</p>
319	<p><b>Recommendation 1</b></p> <p>Equity, Diversity and Inclusion: these terms need to be defined in the accreditation documents. Once definitions are received we can evaluate the suitability of this recommendation.</p>
340	<p>With respect to Recommendations #1 and #2 – the proposed metric is a survey of Engineers in Training to provide a measure of leadership and experience and qualifications of faculty. An EIT is at least 5 years away from their first year of university and recalling what they experienced in that passage of time will no doubt be influenced by more recent experiences. Most HEI require an end of semester anonymous evaluation of faculty – could the data collected through that exercise be used to provide information to support or measure this metric, perhaps through addition of specific questions.</p>

Line	Feedback pertaining to recommendation #2: Updates to experience and competence of faculty members to include EDI (Criterion 3.5.4) (n=19)
17	Recommendation 2 will be difficult to define. Is it being acknowledged or does it mean you choose different faculty candidates.
44	The reach or proportion of women in traditionally low-women-enrollment programs should be considered. Exploring the average across a whole faculty is not enough. We need to look carefully at lower enrollment cases.
56	<b>Recommendation 2:</b> Updates to criterion 3.5.4 Experience and competence of faculty members Similar to the updates to Criterion 3.5.3, this criterion change would be difficult to evaluate. Demonstration of and continual commitment to EDI would be difficult to evaluate. As with Recommendation 1, the results from a survey have a potential to be unrepresentative of the performance of the faculty. I am not sure how we could fairly and equitably evaluate 3.4.5g between institutions.
68	This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system. We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believes that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.
71	Recommendation 2 We recommend rephrasing and expanding on the additions to criterion 3.5.4 such as the following green text. We wish for engineering faculties to focus on equitable, diverse and inclusive hiring practices; however, we are unsure if point g is the best way to do so. The change of “Ensuring that all faculty are required to show a continual commitment to creating an inclusive learning environment” is both specific in its goal and ensures that future faculty are hired with those requirements in mind.  Faculty delivering the engineering curriculum are expected to have a high level of expertise and competence, <b>demonstrate an understanding of EDI, and continual commitment to creating an equitable and inclusive learning environment for students</b> and to be dedicated to the aims of engineering education and of the self-regulating engineering profession, which will be judged by the following factors: <b>g. EDI as an aspect of recruitment of new faculty and instructors</b> <b>h. Their understanding the importance of equity, diversity and inclusion in the engineering</b>
86	Recommendation 2: Telling the faculty who they should hire (the proposed addition of 2.g) is out of scope for accreditation. It is interfering with how a faculty interacts with the union. Hiring and recruitment is a dangerous topic for accreditation to get involved with.
94	Recommendation 2: Professors should be creating a good environment for their students rather than being hired to attain an EDI goal. - Professors should be helped to understand how to create a safer environment for students. - Having a dean that understands EDI would help in this area. - Representation matters when speaking about retention (of both students and faculty).
109	Some metrics need a lot of time and effort (e.g.: Recommendation 2). To measure the improvement regarding satisfaction, there needs to be metrics about current and past levels of satisfaction. Who will invest time and effort in this data collection process?
116	The recommendation around recruitment policies might cause problems. Programs can get push back from professors that are not inclined to consider EDI principles, but Which music band was your favorite growing up? supportive of Recommendation 2. - Suggested removing g. EDI as an aspect of recruitment of new faculty and instructors of recommendation 2, as it is already implied in recommendation 12: “What EDI principles are endorsed by the Dean and faculty as it relates to the faculty and staff hiring processes?”

128	<p>Recommendation 2: somewhere in the licensure process, individuals should be asked questions about EDI knowledge and if it's changed.</p> <p>- It's unclear how the metric for recommendation 2 would actually be assessed. It seems difficult. There are more internationally educated license seekers than CEAB graduates so is it appropriate for the regulators to initiate this survey? Would the regulators be able to reach the most appropriate audience vis-à-vis this metric and recommendation?</p> <p>- Recommendation 2 goes back to faculty competence but if EITs are not exposed to those same faculty, is this a meaningful metric? Could it be better captured via the regulator salary survey?</p>
171	<p>From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.</p>
185	<p>Tons of risks. You could be facing a governance challenge – that accreditation is interfering in areas that are outside of the control of the faculty. Risks decentralization of the accreditation system</p>
242	<p>Recommendations that are tied to the internal institutional policies and regulations (1, 2, 8, and 15)</p> <p>At [HEI E], the EDI Strategic Plan puts in place measures that will be undertaken over the next five years to enhance diversity and ensure equitable opportunities and a sense of belonging for all. [HEI E] and by extension, the Faculty of Engineering, is committed to create an inclusive environment. This is an institutional mandate that includes recruitment and retention of the University's employees, and it is under the purview of the University and out of the scope of accreditation. Thus, Category 1 recommendations, comprising recommendations 1, 2, 8 and 15, are not appropriate as they interfere with the HEI's internal policies, regulations, and strategic directions.</p>
254	<p><b>Recommendation 2:</b> Update criterion 3.5.4 Experience and competence of faculty members</p> <p>We are in agreement with this recommendation.</p>
294	<p>I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI:</p> <p>Recommendation 2: Updates to criterion 3.5.4 Experience and competence of faculty members</p> <p>I have a similar concern to above. In addition, I am concerned as to what evidence we would be expected to provide to demonstrate that faculty members have ongoing commitment to EDI (understanding would be easily demonstrated through a training module).</p>
302	<p>Recommendation 2 Metric</p> <p>Same with above - this metric will need additional clarification. What does it mean to demonstrate an understanding of, and continual commitment to, EDI? How does this get defined as an outcome and measured?</p>
320	<p><b>Recommendation 2</b></p> <p><b>EDI</b></p> <p>As above, these terms need to be defined. Once definitions are received we can evaluate the suitability of this recommendation.</p>
340	<p>With respect to Recommendations #1 and #2 – the proposed metric is a survey of Engineers in Training to provide a measure of leadership and experience and qualifications of faculty. An EIT is at least 5 years away from their first year of university and recalling what they experienced in that passage of time will no doubt be influenced by more recent experiences. Most HEI require an end of semester anonymous evaluation of faculty – could the data collected through that exercise be used to provide information to support or measure this metric, perhaps through addition of specific questions.</p>

**Recommendation 2** is about recruitment of faculty, but hiring is already guided by provost policies, unions, etc. Adding extra requirements around that creates new challenges to operations. The sense is that the recommendation will lead to “Telling us who to hire.” HEIs are not in control of the pool of candidates, so is the expectation that they not hire someone if there weren’t enough women who applied? EDI should be an aspect of recruitment, but that’s a university concern at large, and is not tied to accreditation. Engineers Canada collecting data is one thing, but to link it to accreditation (that is already a demanding process) is not appropriate.

Line	Feedback pertaining to recommendation #3: Change Graduate Attribute 8 from “Professionalism” to “Professionalism and Ethics” (n=12)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
68	<p>This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believe that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.</p>
72	<p><b>Recommendations 3 and 4</b></p> <p>We appreciated the addition of Equity, Diversity and Inclusion in the graduate attributes; however, the new wording of Graduate Attribute 10, “Equity, Diversity and Inclusion” is unclear. We would like to see this section highlight the importance of understanding equity and diversity in engineering design and how to design inclusive engineering solutions. The new graduate attributes should reflect an understanding of how EDI principles create better engineering solutions. However, we agree with the graduate attribute highlighting the ability of graduates having the ability to create and work in inclusive environments.</p>
92	<p>Recommendation 3 and 4: Updating the GAs has to be done anyway because of the Washington Accord expectations around the IEA’s GA update.</p>
105	<p>Recommendation 3 and 4: These will greatly impact programs that are preparing for accreditation as it will require re-mapping and rewriting indicators. These will have resource (time and effort) implications for the HEIs.</p>
171	<p>From a metrics point-of-view, I don’t find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.</p>
243	<p>Recommendations that are related to curriculum content or graduate attributes (3, 4, 5, and 7)</p> <p>From the inception, the CEAB’s graduate attributes were in full alignment with the graduate attributes identified by the Washington Accord. In 2021 the WA has revised their GAs. In this document, they have kept Equity as part of the Ethics graduate attribute and added Diversity to the Individual and Teamwork graduate attribute. It is important to keep our graduate attributes aligned with the WA. It is also crucial to avoid making frequent incremental changes and lump all changes in on process that will remain stable for a sufficiently long period (e.g., 12 years) in order to preserve the integrity and usefulness of the collected data.</p>

244	Concerning recommendations 3 and 4, about 8 years of work has been put into establishing/revising GA indicators and collecting data. Changing GAs at this point (in the middle of accreditation cycles) will cause an interruption to data collections as the indicators for 2 GAs need to be rewritten, remapped and re-evaluated. In the meantime, perhaps other simpler solutions could be explored, such as creating an independent indicator for EDI.
247	We do not support <b>recommendations 3, 4, 5, and 7</b> without further exploring alternative solutions and revisiting the implementation timeline.
255	Recommendation 3: Change Graduate Attribute 8 from “Professionalism” to “Professionalism and Ethics” We recommend not changing the language of Attribute 8, but rather targeting Attribute 9, which already incorporates the 30 by 30 initiative objectives and EDI . Moreover, we suggest using the UN’s sustainable development goals to guide the analysis of the impact of engineering on society and the environment (Attribute 9). SDG no. 5 Gender Equality specifically corresponds to the 30 by 30 objective.
295	I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI: Recommendation 3: Change Graduate Attribute 8 from “Professionalism” to “Professionalism and Ethics” I am highly supportive of this change. I consider the current definition to be too narrow and it is already confounded with the ethics component of the ethics and equity module
321	<b>Recommendation 3, Metric</b> <i>“Information gathered from a survey of <b>stakeholders</b> ”</i> HEIs, regulators and students? Any others?



Line	Feedback pertaining to recommendation #4: Change Graduate Attribute 10 from “Ethics and Equity” to “Equity, Diversity and Inclusion” (n=34)
2	The current GAs don’t address EDI explicitly and, as such, one participant was supportive of a stand-alone GA.
4	We should put pressure where we can. For example, NSERC has EDI requirements and provides some (though limited) resources to help you be successful. If we expect a level of proficiency, what does that proficiency look like, what resources do they need to be proficient, what metrics do we use?
7	EDI expectations should be included in merit review processes; this is the next step, beyond hiring.
8	<p>How EDI works out in the real world is important to consider, but by strengthening the students for what they should look for and to be advocates for EDI issues out in the workforce is a good example of putting the cart before the horse in a good way.</p> <ul style="list-style-type: none"> <li>- Students are ahead of the faculty on this issue; we shouldn’t hold them back if we wait for the current climate to resolve itself before we get there.</li> <li>- We can’t expect the workforce to be ahead of the students</li> </ul>
9	<p>We shouldn’t be putting all the responsibility on the students/women to change the workforce – be we can/should prepare them to advocate for themselves.</p> <ul style="list-style-type: none"> <li>- Students need to be aware of where the problems are in the workforce and be prepared to address them.</li> </ul>
11	The blue-sky mind set that students have can be utilized here: show them what EDI can/should be and encourage them to take that mentality into their new workplaces (these recommendations will help that).
24	Effort will be required by some HEIs to help faculty and professors to do EDI. They will need guidance. As institutions how to we implement this to make sure it is meaningful? A great amount of work will be required by each institution.
25	How do we address the gaps between institutions and practices of employers? Provide skills for faculty and staff on EDI, how to integrate EDI into courses and curriculum.
28	There is a concern that, while HEIs are at the forefront of this type of work, continuing to push them while the workplaces are still in the very beginning steps of EDI, might cause an even more apparent contrast that may lose future engineers.
32	The benefits to including these standards as part of accreditation is that it adds legitimacy to EDI – accreditation is held in high regard.
33	This work makes it clear that EDI is an engineering issue.
38	Equity seeking activities that are not explicitly intersectional will create larger gaps between white women and BIWOC.
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <ol style="list-style-type: none"> <li>A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</li> <li>I very much approve of the recommended changes to GA 8 and 10.</li> <li>I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</li> <li>Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</li> <li>I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</li> <li>On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</li> </ol>

58	I am unsure how the metric suggested for <b>Recommendation 4</b> would contribute to the determination of HEIs meeting the GAs.
72	<p><b>Recommendations 3 and 4</b></p> <p>We appreciated the addition of Equity, Diversity and Inclusion in the graduate attributes; however, the new wording of Graduate Attribute 10, “Equity, Diversity and Inclusion” is unclear. We would like to see this section highlight the importance of understanding equity and diversity in engineering design and how to design inclusive engineering solutions. The new graduate attributes should reflect an understanding of how EDI principles create better engineering solutions. However, we agree with the graduate attribute highlighting the ability of graduates having the ability to create and work in inclusive environments.</p>
84	<p>We run a national survey every year and they are in the data analysis stage for this year. The biggest piece of feedback they are seeing in the results is the concept that EDI isn’t a word, but rather it’s three distinct concepts. The report presents EDI as one concept but equity, diversity and inclusion should be teased out.</p> <ul style="list-style-type: none"> <li>- We want to see more of each element in the recommendations.</li> <li>- 30 by 30 can’t be the solution to the issues it seeks to redress; more marginalized groups need to be considered so they feel included in engineering.</li> </ul>
92	Recommendation 3 and 4: Updating the GAs has to be done anyway because of the Washington Accord expectations around the IEA’s GA update.
105	Recommendation 3 and 4: These will greatly impact programs that are preparing for accreditation as it will require re-mapping and rewriting indicators. These will have resource (time and effort) implications for the HEIs.
120	<p>There is a notion of group ethics with EDI, but that can be a risk and can create conflict. Who decides what’s right and what’s wrong? The suggestion was made to separate the concepts of ethics and diversity.</p> <ul style="list-style-type: none"> <li>- Ethics is about professionalism; it should not be combined with EDI.</li> </ul>
121	It’s unclear what EDI graduate attributes would look like in terms of what graduates need to possess.
123	Instead of it being a separate graduate attribute, EDI needs to be intertwined in all the other graduate attributes.
124	There is a notion of grouping ethics with equity in a graduate attributes creates a risk by confusing the two terms and two approaches.
125	<p>EDI should be a thread throughout all of the attributes and not be a stand alone GA. Programs should be encouraged to look at the whole curriculum and see where EDI can fit into different aspects. Having EDI as a separate GA creates a ‘check-box’ mentality.</p> <ul style="list-style-type: none"> <li>- For example, EDI should be a component of lifelong learning.</li> <li>- Universal design is about EDI and accessibility.</li> </ul>
171	From a metrics point-of-view, I don’t find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
198	Focus on EDI allows people to focus on the ‘low-hanging fruit’ to find solutions rather than working on gender issues
207	A core EDI practice is learning from self-reflection. This is not reflected in the report, or in the required outcomes.

243	<p>Recommendations that are related to curriculum content or graduate attributes (3, 4, 5, and 7)</p> <p>From the inception, the CEAB's graduate attributes were in full alignment with the graduate attributes identified by the Washington Accord. In 2021 the WA has revised their GAs. In this document, they have kept Equity as part of the Ethics graduate attribute and added Diversity to the Individual and Teamwork graduate attribute. It is important to keep our graduate attributes aligned with the WA. It is also crucial to avoid making frequent incremental changes and lump all changes in on process that will remain stable for a sufficiently long period (e.g., 12 years) in order to preserve the integrity and usefulness of the collected data.</p>
244	<p>Concerning recommendations 3 and 4, about 8 years of work has been put into establishing/revising GA indicators and collecting data. Changing GAs at this point (in the middle of accreditation cycles) will cause an interruption to data collections as the indicators for 2 GAs need to be rewritten, remapped and re-evaluated. In the meantime, perhaps other simpler solutions could be explored, such as creating an independent indicator for EDI.</p>
247	<p>We do not support <b>recommendations 3, 4, 5, and 7</b> without further exploring alternative solutions and revisiting the implementation timeline.</p>
256	<p>Recommendation 4: Change Graduate Attribute 10 from "Ethics and Equity" to "Equity, Diversity and Inclusion"</p> <p>We recommend not changing the language of Attribute 10, but rather targeting Attribute 9, which already incorporates the 30 by 30 initiative objectives as well as EDI.</p>
303	<p>Recommendation 4</p> <p>While it might intuitively make sense to bring "Diversity" and "Inclusion" into this graduate attribute, it might not be an appropriate student-level outcome. EDI is typically a concept that is applied to systemic problems and at an organizational level. Creating an outcome that applies to the individual level might pose problems of how an institution can demonstrate meaningful compliance to the graduate attribute in a student beyond superficial checkboxes in, say,</p>
322	<p><b>Recommendation 4</b></p> <p><i>"It is recommended that Graduate Attribute 10 be changed from ""Ethics and Equity" to "Equity, Diversity and Inclusion." The following is the proposed new wording:"</i></p>
323	<p><b>Recommendation 4</b></p> <p><i>"Information gathered from a survey of <b>stakeholders</b> " HEIs, regulators and students? Any others?</i></p>
358	<p>It was noted that the graduate attributes will be updated in the coming year(s) to reflect the IEA's changes to its graduate attributes around the UN's Sustainable Development Goals and EDI. Those changes will impact our graduates. The graduate should, at the end of the program, be able to appreciate working in diverse environments – so how are we going to enable our students to embrace that? We have no problem with addressing that and are happy to see that.</p>

Line	Feedback pertaining to recommendation #5: Interpretive Statement on GA/CI to include definitions of EDI terms (n=11)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
57	<p><b>Recommendation 5:</b> Update to the Interpretive Statement on Graduate Attributes</p> <p>These suggested changes to the Graduate attribute Definitions make sense for a number of reasons:</p> <ul style="list-style-type: none"> <li>• The Washington Accord (WA) Graduate Attributes have changed. To maintain our standing in WA, we will need to abide by the changes in VERSION: 2021.1 which explicitly calls for an understanding of the need for diversity and inclusion.</li> </ul> <p>WA7: Apply ethical principles and commit to professional ethics and norms of engineering practice and adhere to relevant national and international laws. Demonstrate an understanding of the need for diversity and inclusion</p> <p>WA8: Function effectively as an individual, and as a member or leader in diverse and inclusive teams and in multi-disciplinary, face-to-face, remote and distributed settings</p> <p>WA9: Communicate effectively and inclusively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, taking into account cultural, language, and learning differences.</p> <ul style="list-style-type: none"> <li>• Professionalism seems to be taught hand in hand with ethics at many institutions, and ethics is commonly confused with equity. These changes can help some HEIs better understand the criteria.</li> <li>• Equity seems to be a challenging concept for some institutions. Separating it from ethics, and combining with diversity and inclusion can help the institutions better distinguish between these concepts.</li> </ul> <p>As changes to the Graduate Attributes are required by the WA, the recommendation should be to pass the information from the changes onto a working group that looks at the WA required changes, so the Graduate Attributes change once, rather than twice (once for this work, once for WA). The Interpretive Statement on Graduate Attributes would need to be changed to match the changes in the Graduate Attributes.</p>
68	<p>This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believe that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.</p>
89	<p>Recommendations 5-8: Is not clear what impact these recommendations would have. They may interfere with the accreditation criteria.</p>

171	From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
243	<p>Recommendations that are related to curriculum content or graduate attributes (3, 4, 5, and 7)</p> <p>From the inception, the CEAB's graduate attributes were in full alignment with the graduate attributes identified by the Washington Accord. In 2021 the WA has revised their GAs. In this document, they have kept Equity as part of the Ethics graduate attribute and added Diversity to the Individual and Teamwork graduate attribute. It is important to keep our graduate attributes aligned with the WA. It is also crucial to avoid making frequent incremental changes and lump all changes in on process that will remain stable for a sufficiently long period (e.g., 12 years) in order to preserve the integrity and usefulness of the collected data.</p>
245	<b>Recommendation 5</b> is out of scope with respect to the 30 by 30 initiative. We support clarity around definitions; however, this is not relevant to the current process.
247	We do not support <b>recommendations 3, 4, 5, and 7</b> without further exploring alternative solutions and revisiting the implementation timeline.
257	<p><b>Recommendation 5:</b> Update the Interpretive Statement on Graduate Attributes</p> <p>We are not expressing a comment about this recommendation as it does not, in our view, appear to be related to the 30 by 30 objective.</p>
304	<p><b>Recommendation 5</b></p> <p>It's not clear how this relates to 30x30. Yes, clarity is needed around IDA, but it's not clear why this is included in the 30x30 list of recommendations.</p>
324	<p><b>Recommendation 5</b></p> <p><i>"provide clarity around the definitions and expectations for the categories introductory, developed and advanced application (I/D/A)." Good</i></p>

Line	Feedback pertaining to recommendation #6: Engineers Canada to publish definitions of Equity, Diversity and Inclusion (EDI) (n=25)
8	<p>How EDI works out in the real world is important to consider, but by strengthening the students for what they should look for and to be advocates for EDI issues out in the workforce is a good example of putting the cart before the horse in a good way.</p> <ul style="list-style-type: none"> <li>- Students are ahead of the faculty on this issue; we shouldn't hold them back if we wait for the current climate to resolve itself before we get there.</li> <li>- We can't expect the workforce to be ahead of the students</li> <li>- We should be looking for examples of EDI initiatives in the workplace as well as in HEI.</li> </ul>
9	<p>We shouldn't be putting all the responsibility on the students/women to change the workforce – be we can/should prepare them to advocate for themselves.</p> <ul style="list-style-type: none"> <li>- Students need to be aware of where the problems are in the workforce and be prepared to address them.</li> </ul>
10	Regulators should be working on this issue in the profession in tandem with education.
19	Support was expressed for Recommendation 6 as having the Engineers Canada Board develop a definition for EDI will provide guidance for the HEIs.
20	We have to make sure there is an equity aspect to the metrics, especially in terms of requirements. Do the recommendations put more expectations on an HEI than on employers? There are too many requirements on HEIs.
28	There is a concern that, while HEIs are at the forefront of this type of work, continuing to push them while the workplaces are still in the very beginning steps of EDI, might cause an even more apparent contrast that may lose future engineers.
32	The benefits to including these standards as part of accreditation is that it adds legitimacy to EDI – accreditation is held in high regard.
33	This work makes it clear that EDI is an engineering issue.
40	Some of the more symbolic recommendations are easily to implement, but we want culture change.
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <ol style="list-style-type: none"> <li>A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</li> <li>I very much approve of the recommended changes to GA 8 and 10.</li> <li>I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</li> <li>Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</li> <li>I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</li> <li>On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</li> </ol>
59	<p><b>Recommendation 6:</b> Engineers Canada definition of Equity, Diversity and Inclusion</p> <p>I support this work, but feel it should be part of the EC BOD work, rather than the CEAB. The CEAB can ensure the definitions in the criteria are in harmony with those of EC.</p>

68	This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believe that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.
89	Recommendations 5-8: Is not clear what impact these recommendations would have. They may interfere with the accreditation criteria.
95	Recommendation 6: Clear definitions of EDI are need as they inform Recommendations 3 and 4.
120	There is a notion of group ethics with EDI, but that can be a risk and can create conflict. Who decides what's right and what's wrong? The suggestion was made to separate the concepts of ethics and diversity. - Ethics is about professionalism; it should not be combined with EDI.
121	It's unclear what EDI graduate attributes would look like in terms of what graduates need to possess.
124	There is a notion of grouping ethics with equity in a graduate attributes creates a risk by confusing the two terms and two approaches.
167	We need a refresh on the identify of the engineer – the people aspect and the social impact of the profession
170	You will get 100% buy-in if EDI is reflected as an attribute or learning outcome that better prepared students for licensure and the practice of engineering.
171	From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
193	Train students to be leaders of tomorrow – we don't want to prescribe quotas for committees
250	Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)  This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.
258	<b>Recommendation 6:</b> Engineers Canada definition of Equity, Diversity and Inclusion We would suggest using the definitions of the three federal granting agencies already familiar in university settings, whose requirements faculty members must meet.
325	<b>Recommendation 6</b> <i>Board develop definitions for "equity," "diversity" and "inclusion"</i> we need these definitions in order to be able to provide feedback on the recommendations.
326	<b>Recommendation 6</b> <i>"This survey can be done in conjunction or as an addition to normal feedback gathered from HEIs after their visit."</i> What are your plans for follow up surveying of the success of the changes after they are implemented?



Line	Feedback pertaining to recommendation #7: Interpretive Statement on AU Categories to encourage unassigned units to include training in EDI (n=14)
60	<p><b>Recommendation 7:</b> Update to the Interpretive Statement on Accreditation Unit (AU) Categories</p> <p>I support an addition to the interpretive statement, but would prefer it state "EDI or 30 by 30 training or seminar series (for example) can be considered either complementary or other studies dependant on their context." I do not feel the metric is appropriate, as the CEAB should not dictate or endorse one means of instruction over another.</p>
73	<p><b>Recommendation 7</b></p> <p>We appreciate the additional language in the interpretive statement. We would like to highlight leveraging existing EDI focused complementary studies, incorporating EDI concepts in courses and leveraging more hands-on and applied EDI courses such as the Engineering Change Lab technical stewardship course. This would provide students with the knowledge and ability to to better consider and champion EDI values.</p> <p>Example additional language:</p> <p>The 305 AUs may be assigned to any combination of mathematics, natural sciences, engineering science, engineering design and complementary studies, <i>such as courses that incorporate EDI concepts</i>, as well as a distinct category "other" if considered desirable. The latter is intended to cover learning activities that may not otherwise be categorized but complement the technical content of the curriculum, is consistent with the program objectives and is assigned academic credit by the institution. <i>HEIs are encouraged to incorporate complementary EDI based hands-on studies such as learnings on the technological stewardship principles (for example) within the "other" category of AUs.</i></p>
74	<p><b>Recommendation 8</b></p> <p>We appreciate the highlighting of EDI as an area of continuous improvement. We would like to see this taken one step further and potentially include continuous improvement in EDI as an additional criteria of accreditation. While other sectors of continuous improvement are also important, EDI should be thought about year by year by each school as a way of ensuring that thought and care is taken into attempting to make small improvements over time to the diversity and inclusion of the engineering student population. As every engineering school is different, it is difficult to force any specific quantifying standard in EDI. This addition would allow for that to be taken into consideration and asks for schools to attempt year by year to improve their EDI standards.</p>
89	<p>Recommendations 5-8: Is not clear what impact these recommendations would have. They may interfere with the accreditation criteria.</p>
138	<p>The application of "EDI" to some metrics is broad. For example, recommendation 7: the definition of EDI is so broad that it's difficult to see how it is directly connected to 30 by 30 and other issues (such as anti-racism).</p> <ul style="list-style-type: none"> <li>- Defining EDI is not something we can do.</li> <li>- Does the focus need to be more on 30 by 30?</li> <li>- You can't solve all EDI issues through a report on 30 by 30.</li> <li>- Smaller institutions may not have the resources required to implement some of these EDI initiatives, and the broadness of EDI can make it even more difficult for them.</li> <li>- Antidiscrimination is relevant to women but can cover other EDI groups as well.</li> <li>- The report is heavily EDI-focused.</li> </ul>
142	<p>Regarding <b>Recommendation 7</b> (To provide HEIs with examples of how EDI can be incorporated into operations, it is recommended that Appendix 7 Interpretive statement on accreditation unit (AU) categories be updated to include the following language: "...HEIs are encouraged to consider EDI or 30 by 30 training or seminar series (for example) within this allocation of AUs."):</p> <ul style="list-style-type: none"> <li>- The language should be updated to "should consider" as opposed to "encouraged to consider" to make it less vague.</li> </ul> <p>Alternatively, the language could be updated to "encouraged to do" rather than "to consider" to make the recommendation more meaningful.</p> <ul style="list-style-type: none"> <li>- It was noted that many co-curricular initiatives are underway in universities that could fit into this recommendation, but that aren't graded. How can these efforts be included in the AU counts?</li> <li>- Are the "learning activities" described in the recommendation targeted at the students or the faculty? Clarity is required.</li> </ul>



171	From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
243	<p>Recommendations that are related to curriculum content or graduate attributes (3, 4, 5, and 7)</p> <p>From the inception, the CEAB's graduate attributes were in full alignment with the graduate attributes identified by the Washington Accord. In 2021 the WA has revised their GAs. In this document, they have kept Equity as part of the Ethics graduate attribute and added Diversity to the Individual and Teamwork graduate attribute. It is important to keep our graduate attributes aligned with the WA. It is also crucial to avoid making frequent incremental changes and lump all changes in on process that will remain stable for a sufficiently long period (e.g., 12 years) in order to preserve the integrity and usefulness of the collected data.</p>
246	<p>Recommendation 7 imposes difficulties as it impacts the offered programs. Since these AUs ("Other" category) are assigned to credited learning activities, it will either impact the total credit of a program which, in turn, forces some HEIs to go through provincial-level (i.e., government) re-approval of their programs, or alter the content of current courses which may cause replacing necessary technical content.</p> <p>Moreover, according to criteria 3.4.5.1, equity is considered a subject in "complementary studies". Categorizing EDI under "other" AU categories may cause problems for some programs. It is our suggestion that prior to making changes to the interpretive statement, the CEAB criteria to be reviewed to include diversity and inclusion as complementary studies, similar to equity. This way, students can take their elective courses in EDI.</p>
247	We do not support <b>recommendations 3, 4, 5, and 7</b> without further exploring alternative solutions and revisiting the implementation timeline.
259	<p><b>Recommendation 7:</b> Update the Interpretive Statement on Accreditation Unit (AU) Categories</p> <p>This recommendation is unnecessary if the 30 by 30 objective and EDI are taught using Attribute 9, as we propose.</p>
296	<p>I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI:</p> <p><b>Recommendation 7:</b> Update to the Interpretive Statement on Accreditation Unit (AU) Categories</p> <p>I strongly disagree with this change. We are well aware of the AU allocation system and do not need advice on how to update our curriculum to include new content. EDI training could easily fit with complementary studies or technical content (consider, for example, accessibility standards for buildings). The metric is also extremely problematic – optional learning activities cannot contribute to the AU totals. Since EDI will be a GA, we will supply information on how those outcomes are being achieved as part of the regular GA documentation.</p>
327	<p>Recommendation 7</p> <p>"HEIs are encouraged to consider EDI or 30 by 30 training or seminar series (for example) within this allocation of AUs."</p> <p>How will you mitigate the risk that over time a negative impression may be created in the minds of visiting teams for institutions who do not do this which would create bias and could affect ratings in other areas of the assessment.</p>
341	Recommendation #7 suggests addition of EDI training through optional courses at the HEI. This may not accomplish the overall objective as many students may choose other courses due to interest or availability. Consider whether the course can be made mandatory.

Line	Feedback pertaining to recommendation #8: Interpretive Statement on CI to provide example(s) of how to include EDI into CI processes (n=8)
61	<b>Recommendation 8:</b> Update to the Interpretive Statement on Continual Improvement I support the change to the change to the interpretive statement to specifically include EDI and 30x30 initiatives
74	<b>Recommendation 8</b> We appreciate the highlighting of EDI as an area of continuous improvement. We would like to see this taken one step further and potentially include continuous improvement in EDI as an additional criteria of accreditation. While other sectors of continuous improvement are also important, EDI should be thought about year by year by each school as a way of ensuring that thought and care is taken into attempting to make small improvements over time to the diversity and inclusion of the engineering student population. As every engineering school is different, it is difficult to force any specific quantifying standard in EDI. This addition would allow for that to be taken into consideration and asks for schools to attempt year by year to improve their EDI standards.
89	Recommendations 5-8: Is not clear what impact these recommendations would have. They may interfere with the accreditation criteria.
102	Feedback pertaining to recommendation #8: Interpretive Statement on CI to provide example(s) of how to include IDEA into CI processes
171	From a metrics point-of-view, I don't find them satisfactory because they are not linked to some benchmark/goal/target. No foundation for how to judge a criterion.
242	Recommendations that are tied to the internal institutional policies and regulations (1, 2, 8, and 15)  At [HEI E], the EDI Strategic Plan puts in place measures that will be undertaken over the next five years to enhance diversity and ensure equitable opportunities and a sense of belonging for all. [HEI E] and by extension, the Faculty of Engineering, is committed to create an inclusive environment. This is an institutional mandate that includes recruitment and retention of the University's employees, and it is under the purview of the University and out of the scope of accreditation. Thus, Category 1 recommendations, comprising recommendations 1, 2, 8 and 15, are not appropriate as they interfere with the HEI's internal policies, regulations, and strategic directions.
260	<b>Recommendation 8:</b> Update the Interpretive Statement on Continuous Improvement This recommendation is unnecessary if the 30 by 30 objective and EDI are taught using Attribute 9, as we propose.
328	<b>Recommendation 8</b> "in relation to criteria 3.2.1 (improvement process), 3.2.2 (stakeholder engagement) and 3.2.3 (improvement actions)" Acceptable only if all three of these criteria are strictly related to operations (and not engineering program content).

Line	Feedback pertaining to recommendation #9: Addition to Suggested interview questions for visits regarding criterion 3.3.3 (Academic Advising) (n=11)
3	Once we start asking HEIs to meet specific targets on representation they get anxious because those are needles that are hard to move, and they all have different issues that impact that success/failure.
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through the national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>
90	<p>Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.</p>
248	<p>Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)</p> <p>Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.</p>

249	Our recommendation is to disregard recommendations 9, 10, 11, 12, 13, and 14; instead include it in section 3.5.1.2 (d and e) of the “Questionnaire for Evaluation of an Engineering Program” for HEIs to provide information regarding all resources available to students and staff.
261	<b>Recommendation 9:</b> Addition to Suggested interview questions for (onsite) visits regarding criterion 3.3.3 Academic Advising We recommend proceeding prudently with the addition of questions. See our comments to recommendations 12 to 15.
305	Recommendation 9 Additional clarity is needed on how the added questions are scored, measured, or adjudicated in the review of the program. Against what standard will it be measured? Will it be a binary outcome or scored on a gradation? The questions are probing in nature, but do they connect back to specific criteria?
329	Recommendation 9 "Metric: Feedback from visiting teams" This comment pertains to all points where you are recommending feedback from only the visiting team: Feedback should also be gathered from the equity-seeking groups who are purported to be benefiting from the programs / processes and feedback from those who are not the target of the improvements to ensure they are not negatively impacted.

Line	Feedback pertaining to recommendation #10: Addition to suggested interview questions for visits regarding Criterion 3.5.1.1 (Quality of the educational experience) (n=12)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
53	<p>What risks exist in implementing any/all of the 30 by 30 Working Group's recommendations? How can these risks be mitigated?</p> <p>As long as the question referenced in comment 1e above is removed, I don't see any significant risk in implementing the proposed recommendations.</p>
62	<p><b>Recommendation 10:</b> Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.1.1 Quality of the educational experience</p> <p>I am unclear about the intent of these questions, whether these pointed questions would replace the more open question we ask currently "How does student counselling and advising take place?", "What knowledge do you have of the availability of mental health services for students?", "What services are offered?" and the many others that cover this topic in the Student Services area. How does knowing answers to these specific question provide more information on which to base an accreditation decision?</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through the national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>
90	<p>Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.</p>

	Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)
248	Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.
262	Recommendation 10: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.1.1 Quality of the educational experience We recommend proceeding prudently with the addition of questions. See our comments to recommendations 12 to 15.
297	I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI: Recommendation 10: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.1.1 Quality of the educational experience I am unclear why this information would be collected through interview rather than through the questionnaire – we can easily provide a written response.
306	<b>Recommendation 10</b> For these example questions, it's not clear what the focus of the questions is - what is the visiting team trying to learn here, and how does it connect to the accreditation criteria?
330	Recommendation 10 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups...)" Are you suggesting that a higher rating would be given for support that prefers equity-seeking groups? Or that first come, first served is not acceptable?

Line	Feedback pertaining to recommendation #11: Addition to suggested interview questions for visits regarding criterion 3.5.3 (Leadership) (n=10)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through the national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>
90	<p>Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.</p>
248	<p>Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)</p> <p>Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.</p>
263	<p>Recommendation 11: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.3 Leadership</p> <p>In order to avoid targeting individuals, we recommend rewording this type of question so as to refer to teams (e.g., Office of the Dean).</p>

307	<p>Recommendation 11</p> <p>For this and all other interview questions, there needs to be a stronger sense of how the questions are getting scored. What is the rubric and how are the scores connected to the criteria? The questions themselves are fine, but it's not clear what the visiting team is supposed to do with this info.</p>
331	<p>Recommendation 11</p> <p>"If so, how is it being rolled out and how is it being sustained?" This comment relates to all points where the addition of questions is being recommended: Are the visiting teams expected to assess the effectiveness of the programs? If so, they need to be trained and competent in the assessment of EDI. A competent EDI professional would need to be involved. It is possible that the programs being undertaken are harmful if designed or assessed by unqualified people.</p>
342	<p>Recommendation #11 is unclear as to whether it focuses on an EDI program for students, faculty, the entire department or all of these in terms of the Dean demonstrating leadership.</p>



Line	Feedback pertaining to recommendation #12: Addition to suggested interview questions for visits regarding criterion 3.5.4 (Experience and competence of faculty members) (n=9)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through our national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>
90	<p>Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.</p>
248	<p>Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)</p> <p>Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.</p>

264	<p>Recommendation 12: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.4 Experience and competence of faculty members</p> <p>We recommend avoiding this type of question, which provides no information about the quality of an engineering education program.</p> <p>However, this type of question could be suggested to Engineers Canada for inclusion as part of a survey designed to document the 30 by 30 initiative.</p>
332	<p>Recommendation 12</p> <p>"It is recommended that questions be added to the interview guide to facilitate the visiting team" This comment relates to all points where the addition of questions is being recommended: simply adding questions does not ensure that the EDI processes and programs in place are adequate or effective. There needs to be a standard that is being aspired to. Visiting team requires competent EDI professional to assess.</p>
343	<p>Recommendation #12 focus on increasing women and minority representation in student numbers and faculty and what steps are being taken to encourage this. Additional clarity regarding addressing EDI issues within existing faculty or student groups (such as training and support for those individuals) should be considered also. Given that a lower percentage of graduates were women in the last 30 years there is also a higher likelihood that there are perceptions, attitudes and behaviours in existing faculty that influence choice of new faculty, teaching assistants and potentially reinforce those behaviours as acceptable with students.</p>

Line	Feedback pertaining to recommendation #13: Addition to suggested interview questions for visits regarding criterion 3.5.7 (Authority and responsibility for the engineering program) (n=7)
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through our national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>
90	<p>Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.</p>
248	<p>Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)</p> <p>Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.</p>
265	<p>Recommendation 13: Addition to Suggested interview questions for (onsite) visits regarding criterion 3.5.7 Authority and responsibility for the engineering program</p> <p>"How are EDI issues addressed by this body?" We suggest replacing "body" with "organization."</p> <p>French: "Comment les questions relatives à l'EDI sont-elles traitées par cet organe?" Nous suggérons de remplacer « organe » par « organisme ».</p>

Line	Feedback pertaining to recommendation #14: Addition to suggested interview questions for visits regarding general EDI issues (n=15)
18	<p>One participant liked the idea of combining professionalism and ethics in the GA.</p> <p>- Equity wasn't filling the EDI section, like that change in graduate attribute language. Will be tricky to make this happen. Need additional thoughts on how to implement this in the classroom. How will we measure how students are being taught EDI?</p>
49	<p>Are the recommendations made by the 30 by 30 Working Group appropriate interventions in the accreditation system?</p> <p>a. A number of the recommendations involve adding text requiring EDI alongside the generic requirements like effective leadership, experience and competence, continuous improvement, etc.. This implies that EDI is more important than any of the other aspects of the program, which I don't believe is the intention.</p> <p>b. I very much approve of the recommended changes to GA 8 and 10.</p> <p>c. I don't see how <b>Recommendation 5</b> fits with 30 by 30 at all.</p> <p>d. Why do all of the recommendations regarding suggested interview questions reference "(onsite) visits"? Wouldn't they apply whether the visit is onsite or virtual?</p> <p>e. I strongly believe that the proposed question at the top of page 11 "What is the level of availability (i.e., first come first served, or are special considerations made to allow certain demographic groups [like women, LGBTQ2+] to access the services first?) " should be eliminated from the report and the list. This is an affront to fairness and shouldn't even be presented as an optional question to ask.</p> <p>f. On page 12, only the first 2 of the suggested questions in the "Quantitative" list are actually quantitative.</p>
54	<p><b>Recommendation 14:</b> Addition to Suggested interview questions for (onsite) visits regarding general EDI issues</p> <p>The suggested metric for Recommendation 1 and Recommendation 2 suggests using information collected by regulators polling EITs candidates. That could mean data collection may be uneven between jurisdictions, different questions could be asked, and varying follow up for no responses could occur. Thus, this data could be difficult to compare from institution to institution, and skew differently in different jurisdictions. Taking this information and applying it to the undergraduate institution can make confidentiality problematic, particularly for individuals from small programs who move to a different jurisdiction. This information could be interesting for Engineers Canada, but I am not sure how it relates directly to accreditation.</p> <p>A better system may be for the EC secretariat to collect this information separately, and survey graduating students, instructors, and administration, including many questions from Recommendations 1, 2, 9, 11,12, and 14.</p>
69	<p>In addition, we would love to collaborate with the CEAB to use our National Survey as a tool to collect and analyze responses from undergraduate students across Canada on some of the suggested questions for visiting teams in <b>recommendations 9-14</b>. Overall, the use of the accreditation criteria to create a baseline standard for equity, diversity and inclusion in the engineering profession is an appropriate change in the criteria. We would additionally recommend the CEAB 30 by 30 Working Group read our full stance on Equity, Diversity and Inclusion here.</p>
75	<p><b>Recommendations 9-14</b></p> <p>We are very supportive of the addition of EDI focused suggested questions. We would suggest that the use of "minority group" in the suggested questions be replaced with "marginalized group" as being a minority does not necessarily mean you are a part of an underrepresented or underserved community. In addition, visiting teams do not get to meet every single student in the visiting process and especially when looking at EDI, it is also important to get a good overall view of student perspectives as a whole. An additional recommendation on working with us through our national survey could be included. This could allow us to collect more statistically significant data on some of these important questions in the suggested list. If increasing the scope of this report to analyze EDI as whole, it would also be important to include additional suggested questions focused on other marginalized groups outside of women such as the treatment of indigenous students and faculty members in engineering.</p>
85	<p>Recommendation 9-14 are suggested interview questions, but some of them feel like data collection. Not undertaking systematic data collection from all students in a program has the potential to miss critical experiences. The worry is that the small sample size will miss the big impact issues (such as hearing a story about harassment against women, which can demoralize all the women in a program.)</p>

90	Recommendation 9-14: Appreciates that there are suggested questions for visiting team members to use.
248	<p>Recommendations that serve as guidelines on the process for visiting team (9, 10, 11, 12, 13, and 14)</p> <p>Nothing prevents the visiting team from observing the EDI culture in HEIs and report on them; however, some of the recommended questions are in conflicts with the code of ethics of various professions such as Social Work or Nursing who are performing counselling/advising. Since visitors are not experts in EDI nor in professional counselling/advising, they do not have the expertise to conduct a proper investigation. In fact, we have concerns about the wording of some of the questions, some of which can be viewed as condescending and thus contrary to EDI principles.</p>
249	Our recommendation is to disregard recommendations 9, 10, 11, 12, 13, and 14; instead include it in section 3.5.1.2 (d and e) of the "Questionnaire for Evaluation of an Engineering Program" for HEIs to provide information regarding all resources available to students and staff.
266	<p>Recommendation 14: Addition to Suggested interview questions for (onsite) visits regarding general EDI issues</p> <p>"Have you experienced harassment or been discouraged while participating in the program?"</p> <p>What happened when issues were brought forth? Were they addressed? By whom?</p> <p>We recommend avoiding this type of question, which is within the expertise of the "Respect for Persons" offices at HEIs.</p>
298	<p>I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI:</p> <p>Recommendation 14: Addition to Suggested interview questions for (onsite) visits regarding general EDI issues</p> <p>Again, consider what should be provided in interview versus the questionnaire.</p> <p>I am concerned about the question "Have you experienced harassment or been discouraged while participating in the program?" and related student questions. I am not sure the interview is an appropriate venue to ask this (students may not wish to speak up in front of peers, or may not want to talk about their experience with a stranger). In addition, only a small subset of students are interviewed and the results will necessarily be unrepresentative. I suggest you seek advice from counselling professionals on what might or might not be appropriate to ask in interviews, and provide visitors with appropriate guidance.</p>
308	<p>Recommendation 14, proposed question: Have you experienced harassment or been discouraged while participating in the program?</p> <p>This is an incredibly glib question, but these questions pose a challenge - can a school meet all the pedagogical areas of accreditation and miss the mark on EDI (and fail their bid for accreditation)? Could a white supremacist school get accredited if they hit all the other marks?</p>
333	<p><b>Recommendation 14</b></p> <p>"What is the general state of awareness and training on EDI for faculty, staff, graduate and undergraduate students?"</p> <p>how they gather that information should also be asked (not just passively waiting for complaints, for example)</p>
334	<p><b>Recommendation 14</b></p> <p>"What is the general level of effectiveness of EDI-related interventions?" how that is determined also needs to be asked, and assessed for effectiveness</p>
335	<p>Recommendation 14</p> <p>"Quantitative: Knowledge and attitude of leadership</p> <ul style="list-style-type: none"> <li>• How many women students? Major?</li> <li>• How many women faculty?</li> <li>• How are women students being supported?</li> <li>• How are women faculty being supported?"</li> </ul> <p>Once the number is determined, how are you going to assess if it's acceptable?</p>

Line	Feedback pertaining to recommendation #15: New position statement on issues related to recruitment and retention (n=15)
1	This issue is not limited to higher education. But, if we make improvements in higher education, it should impact industry.
12	It is unclear why recruitment strategies were not suggested in the report.
63	<b>Recommendation 15:</b> Position statement on issues related to recruitment and retention I support these position statements; however, I believe that they should be EC policy statements rather than CEAB policy statements.
76	<b>Recommendation 15</b> In terms of recommendation 15, this position statement is a valuable long term addition. We wanted to make the following notes about each point listed. We approve of point 1 as adding interdisciplinary views into classes will improve the holistic understanding of the impacts of engineering in society. In terms of point 2, we wanted to highlight that simply increasing the recruitment of female engineering students does not correlate to the retention of those students to graduation. There are consistently inclusivity and equity issues which cause these students to unenroll from engineering. By educating and implementing more inclusive procedures in those university programs, such as mentorship projects and additional supports for female engineering students, will better allow current students to feel supported by their faculty and continue their engineering education. Improving the retention of marginalized students builds a community for underrepresented students to be a part of and will better entice future students to enroll. Finally for point 3, we wanted to warn that great care should be taken with involving industry partners without assessing their actions as an organization and how they align with the goals set out in this report. There may be industry partners whose actions may not reflect their organizational goals for improvements within EDI.
91	Recommendation 15: Strong support for a position statement on EDI.
115	It could be worth exploring specific strategies around enrollment. Suggestion to include examples like a mentorship program. - Re: a mentorship program. Is there a way to seek for a better collaboration with the employers? Women perception of first workplace experience (internship?) is important to consider.
140	The title of the document is '30 by 30' but there is focus on EDI throughout (especially <b>recommendation 15</b> ). There should be a focus on women in this work.



143	<p>Regarding <b>Recommendation 15</b>, it is my experience that women often leave technical roles for project management roles. We can recruit into the profession, but there are elements of the culture that drive women out.</p> <ul style="list-style-type: none"> <li>- The regulators are not advocating for pay equity or the elimination harassment, which is driving women away.</li> <li>- Who does this recommendation target? Industry, the regulators?</li> <li>- While this recommendation works on paper, there is no support within the overall system for retaining women.</li> <li>- There is a gap in advocacy in the profession for these issues.</li> <li>- New engineers often find it challenging to advocate for themselves, and when women do, they are accused of being 'bossy' or 'not a team player.'</li> <li>- Recruitment is happening, but retention efforts are failing. There should be more details in this recommendation around the retention aspect, and some mechanism to hold people accountable when retention efforts fail.</li> <li>- Many universities have women in engineering groups/clubs, but the members aren't being taught how to navigate the industry landscape when they graduate; there is a lack of truth being spoken to students.</li> <li>- It was recommended that retention and recruitment be split into two separate issues/recommendations.</li> <li>- The identified metric is weak. How can the impact of this recommendation be measured? How are programs supporting women to further recruitment and retention efforts?</li> <li>- Recruitment starts young and is often led by HEIs, but retention is an industry issue and there is nothing forcing them to ensure good practices in this area.</li> <li>- This recommendation puts a lot of pressure on the HEIs to have gender balance across their programs, which may cause harm if students feel pushed into disciplines that do not appeal to them. I don't like this recommendation and feel it should be reworded or removed.</li> <li>- Historically low-enrolment in male-dominated disciplines really begins at the K-12 level, not at the HEI level. Consider the wording of this metric. Is it the institution's responsibility? It shouldn't really fall to the HEIs solely; it's a shared responsibility with parents, regulators, and employers.</li> <li>- Clarify what role, exactly, the HEI would have in this area.</li> </ul>
160	<p>Before any organization imposes a requirement on another organization, it should take a good look at itself first. Is there something in the accreditation process or in the criteria itself that might dissuade women from entering the practice. Look deeply at the regulators, the processes of accreditation, the people who are involved, and whether the criteria that would dissuade variety of people from entering the profession.</p>
175	<p>Sometimes all we are doing is virtue signaling by victimizing women and other equity-seeking groups. What makes women stay? There's nothing in there that is linked to helping women stay. It's one-size fits all; not specifically addressing engineering context and research about what makes women stay. DiscoverE organization has an excellent program/initiative</p>
184	<p><b>Recommendation 15</b>— is a dangerous approach to take. Diminishes the fact that women got into the program on their own merit. Risk to women's perceptions of why they got into the program; and the perception of their colleagues.</p>
242	<p>Recommendations that are tied to the internal institutional policies and regulations (1, 2, 8, and 15)</p> <p>At [HEI E], the EDI Strategic Plan puts in place measures that will be undertaken over the next five years to enhance diversity and ensure equitable opportunities and a sense of belonging for all. [HEI E] and by extension, the Faculty of Engineering, is committed to create an inclusive environment. This is an institutional mandate that includes recruitment and retention of the University's employees, and it is under the purview of the University and out of the scope of accreditation. Thus, Category 1 recommendations, comprising recommendations 1, 2, 8 and 15, are not appropriate as they interfere with the HEI's internal policies, regulations, and strategic directions.</p>
250	<p>Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)</p> <p>This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.</p>

267	<p>Recommendation 15: Position statement on issues related to recruitment and retention</p> <p>We recommend avoiding this type of question, which provides no information about the quality of an engineering education program.</p> <p>However, this type of question could be suggested to Engineers Canada for inclusion as part of a survey designed to document the 30 by 30 initiative.</p>
336	<p><b>Recommendation 15</b></p> <p><i>"It should be noted that gender balance in enrollment would be an effective way to measure the impact of a program's commitment to the 30 by 30 initiative."</i> Please provide the research that concludes that is an effective way to measure</p>



Line	Feedback pertaining to recommendation #16: Update policy 4.2 regarding composition and training of visiting teams (n=12)
1	This issue is not limited to higher education. But, if we make improvements in higher education, it should impact industry.
64	<b>Recommendation 16:</b> Composition of visiting teams I support changes to the composition of visiting teams, but suggest expanding it in the spirit of diversity to include a goal of 30% for not only women but non-academics as well, and include regional diversity criteria.
68	This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believes that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.
87	Recommendation 16: There is a recognition that the recommendation describes a “nice-to-have” state of affairs, but it could be hard to action. In some cases, just getting visitors at all is a challenge, so adding a layer to that process may make the challenge harder.
98	Recommendations 16-19: As these recommendations focus is on CEAB operations there should have more license to affect change.
144	Regarding Recommendation 16 (The CEAB strives to create visiting teams that are composed of at least 30 per cent women. A long-term goal would be a female/male split representative of the Canadian population), opportunities for role modeling for students who are women in HEIs should be sought (i.e. project management, faculty, revamping course content for a modern/gender conscious environment).
216	Ensuring that 30% of these volunteers are also female (recommendation 16) and available to dedicate a minimum of 50 volunteer hours for program visitors, or several hundred hours per year for a CEAB board member, exacerbates an already unreasonable ask.
250	Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)  This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.
251	Recommendations 16 and 17 could pose some challenges. While ensuring that 30% of visitors are women is a positive goal in principle, we would like to encourage you to consider the impact of such an approach on the workload of female academics. More flexibility is needed here, while striving for more diversity.
268	<b>Recommendation 16:</b> Composition of visiting teams We suggest gradually adjusting the representativeness of visiting teams to reflect the proportion at Engineers Canada in order to avoid overworking the same people.
299	I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI: <b>Recommendation 16:</b> Composition of visiting teams While this is laudable, please be cognizant that my women colleagues remain a minority and there are increasing demands for them to ensure women representation on various committees; this comes with a real risk of their being over-worked in such roles compared to men colleagues.

**Recommendation 16**, that 30% of visiting team members be women, is a burden on women who are trying to build their research portfolios. We understand that it would be great if this could happen, but the faculty pool is not at 30% women so it's a disproportionate burden on them. It's an onerous process that doesn't move your research forward and is considered 'non-promotable service work.' There's been a lot of research done on how women do emotional labour in higher education. On its face, it seems reasonable to ask accreditation to give teeth to efforts to involve more women. But the work was done with scope creep and it will add disproportionate service requirements on women that we should be moving away from. There's also the risk of over-representing women because they are being expected to do more than they are represented within the environment. Good intention that is problematic to implement.

Line	Feedback pertaining to recommendation #17: Volunteer pool updates (n=11)
65	<p><b>Recommendation 17:</b> Volunteer pool</p> <p>I support increasing the volunteer pool, with a focus on not only women, but francophones, and non-academics in the spirit of diversity.</p>
77	<p><b>Recommendation 17</b></p> <p>We would recommend making these small changes to the last sentence of the advertising statement.</p> <p>As such, we encourage all qualified individuals to apply, including especially women and members of <del>minority</del> marginalized groups.</p>
98	<p>Recommendations 16-19: As these recommendations focus is on CEAB operations there should have more license to affect change.</p>
145	<p><b>Recommendation 17</b> (It is recommended that efforts be made to increase outreach and recruitment activities in order to grow the pool of visit volunteers to be more reflective of the Canadian population) puts too much pressure on the women pool of volunteers.</p> <ul style="list-style-type: none"> <li>- Women are regularly called on to undertake extra work without recognition and support; it's too much to ask of them, especially when considering work/life balance.</li> <li>- Recommendation 16 is similar. If you can't find women to volunteer for visiting teams, you can't force them into these roles.</li> <li>- Volunteer time should be a recognized aspect of professional responsibility.</li> <li>- There are significant barriers to women volunteering; those barriers need to be understood and formally recognized to break them down.</li> <li>- More meaningful engagement with industry should be encouraged.</li> </ul>
221	<p>The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading.</p> <p>e) Implementation and volunteer resources and training were not addressed in the report.</p>
250	<p>Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)</p> <p>This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.</p>
251	<p>Recommendations 16 and 17 could pose some challenges. While ensuring that 30% of visitors are women is a positive goal in principle, we would like to encourage you to consider the impact of such an approach on the workload of female academics. More flexibility is needed here, while striving for more diversity.</p>
269	<p><b>Recommendation 17:</b> Volunteer pool</p> <p>We suggest gradually adjusting the representativeness of visiting teams to reflect the proportion at Engineers Canada in order to avoid overworking the same people.</p>
309	<p><b>Recommendation 17</b></p> <p>These recommendations fall outside of the HEI area, but I did have a thought - more needs to be said about the execution of this recommendation. These are desirable outcomes, but it's not clear what the next steps would be - how do you address the systemic issues that hinder meaningful participation?</p>
337	<p><b>Recommendation 17</b></p> <p>"<u>EDC</u> partner" define this acronym (does not appear anywhere else in the document according to search)</p>
338	<p><b>Recommendation 18</b></p> <p>"It is further recommended that the visiting team chair's orientation presentation be updated to include information on the Code of Conduct (current and future iterations) and the principles of equity, diversity and inclusion." The principles of EDI would need to be defined for the Engineers Canada organization. Then those principles can be incorporated into the Code of Conduct.</p>

Line	Feedback pertaining to recommendation #18: Possible updates to Engineers Canada policy 4.3 regarding code of conduct (n=7)
66	<p><b>Recommendation 18:</b> Code of conduct</p> <p>The code of conduct review should not be assigned to the AB.</p> <p>I am concerned that simply giving the visiting team members another more pieces of paper may not have much of a difference. Consider including relative code of conduct information in visit team training instead.</p>
97	<p>Recommendation 18: Even though quantitative data specific to women is being sought, intersectional analysis is still required. If you're asking about women, it doesn't take too many additional resources to ask about other equity-seeking groups.</p>
98	<p>Recommendations 16-19: As these recommendations focus is on CEAB operations there should have more license to affect change.</p>
215	<p>Resources were not addressed WRT training of CEAB members and visiting teams for competency in EDI practice and assessment, or WRT the availability of volunteers with an ever-increasing skill set (student services, EDI, GA's, modern assessment practices, pedagogy, core engineering expertise, industrial practice expertise, safety etc.) to reflect the increasing scope of accreditation.</p>
221	<p>The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading.</p> <p>e) Implementation and volunteer resources and training were not addressed in the report.</p>
250	<p>Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)</p> <p>This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.</p>
338	<p>Recommendation 18</p> <p>"It is further recommended that the visiting team chair's orientation presentation be updated to include information on the Code of Conduct (current and future iterations) and the principles of equity, diversity and inclusion." The principles of EDI would need to be defined for the Engineers Canada organization. Then those principles can be incorporated into the Code of Conduct.</p>

Line	Feedback pertaining to recommendation #19: Creation of a library of resources on EDI (n=12)
66	<p><b>Recommendation 18:</b> Code of conduct</p> <p>The code of conduct review should not be assigned to the AB.</p> <p>I am concerned that simply giving the visiting team members another more pieces of paper may not have much of a difference. Consider including relative code of conduct information in visit team training instead.</p>
68	<p>This report is a good start to having a standard for equity, diversity and inclusion in the accreditation system . We support <b>recommendation 1, 3, 5, 6, 16 and 19</b> without any changes or additional modifications. Overall, diversity in higher education and the workforce promotes a better exchange of ideas and effectively leads to higher-caliber results. We further believe that a more inclusive environment is essential to closing the systemic gaps that exist across the engineering profession. The following subsections explain in more detail our specific suggestions, questions and concerns with the remaining recommendations.</p>
78	<p><b>Recommendation 19</b></p> <p>The creation and maintenance of an entire library of resources seems like a lot of additional work without a significant amount of value. There are many resources available already for HEIs to consult and it may be easier for the CEAB to create a list of these resources and maintain that list, rather than an entire library. With either option, we hope that this list or library is regularly updated and maintained with up to date information for reference.</p>
88	<p>Recommendation 19: A library of resources wouldn't be helpful, but a reference list could be.</p> <ul style="list-style-type: none"> <li>- The CEAB/Secretariat staff shouldn't be expected to maintain a library of resources.</li> <li>- A list of resources that are directly translatable to CEAB practices would be more helpful than a library.</li> <li>- Any resources would have to be continuously updated for currency and accuracy.</li> </ul>
98	<p>Recommendations 16-19: As these recommendations focus is on CEAB operations there should have more license to affect change.</p>
166	<p>What I don't see:</p> <ul style="list-style-type: none"> <li>-No recognition of the diversity that engineering has been naturally open to (cognitive diversity)</li> <li>-An engineering solution to a specific problem (different ways that teaching could change to attract more women to the profession ... i.e. lecture-based vs. others. Accreditation favors antiquated teaching approaches via its criteria. Reduce the constraints and then we can explore a more diverse approach to teaching and learning). Minimum path approach is a risk-adverse approach to graduate students who are the same. If we are trying to graduate students who are the same, we are going to attract the same people over and over. Is the accreditation system, in their risk-mitigation approach, discouraging diversity in the profession.</li> <li>-30 by 30 Champion Network – sharing ideas</li> </ul>
221	<p>The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading.</p> <p>e) Implementation and volunteer resources and training were not addressed in the report.</p>
250	<p>Recommendations that improve the internal CEAB practice (6, 15, 16, 17, 18, and 19)</p> <p>This group of recommendations is generally appropriate, as they are an improvement within CEAB, however some may only work theoretically or in the long-term.</p>
270	<p><b>Recommendation 18:</b> Code of conduct</p> <p>We recommend that the CEAB act as a role model by using gender-neutral language in its documents and communications</p>
271	<p><b>Recommendation 19:</b> Library of resources on EDI</p> <p>We are in agreement with this recommendation.</p>
310	<p><b>Recommendation 19</b></p> <p>It would be important here to recommend allocating additional funds to this initiative.</p>

Recommendation 19

339

"It is recommended that the CEAB, in connection with staff assigned to support the Engineers Canada 30 by 30 initiative, maintain a library of resources that HEIs could consult on best-practice and industry standards when planning and implementing EDI work for their faculty/department and program(s)." This could also be useful for any employer including the engineering companies that are regulated.

Line	General Feedback (n=197)
5	Because it's difficult to measure the soft skills GAs, it would be helpful to establish a community of practice.
6	The proposed metrics are primarily qualitative, but there are quantitative metrics we can look for. - Some metrics are outcomes based (like leadership/graduates) but the input metrics are just as/more important in some ways than the outcomes.
13	Students are sensitive to what women had to go through compared to their male colleagues.
14	Training for deans and faculty members on EDI could be good.
15	The direction of this report is positive.
16	Leaders should be looking to EDI.
21	Do these recommendations take into consideration Indigenous ways of knowing and the movement towards truth and reconciliation?
22	They are very positive recommendations and will provide a platform for these issues to be addressed within the HEIs.
23	These recommendations will help HEIs who are moving in this direction. None of these sound imposing. Having these things formalized would be helpful, especially provided not all part of engineering are thinking about EDI issue.
26	We need to understand the issues that the Deans have regarding implementation in order to address the risks.
27	Given their terms of reference, the Working Group has done an excellent job.
29	There is a concern that the CEAB visiting team members may not be appropriately trained to assess these issues.
30	There is too much scope reach in the recommendations.
31	There may be other ways to achieve the goals of this work.
34	Some recommendations may be made clumsily, and do more harm than good. - 30% women being present when women don't make up 30% of the profession or institution puts an unfair burden on women to do non-technical work, which exacerbates the issue it tried to solve.
35	It was suggested that an approach to this work be developed that is more about incentives than penalties. Academics like awards and recognition.
36	Some recommendations are "optional" which creates confusion and worry for those in the process of being accredited.
37	A concern was expressed that this will create a check-box exercise.
39	Sharing data from HEIs that are doing this work well was suggested.
41	The EDC and CEAB already have a strained relationship; adding additional burdens will cause further rifts.
42	If we conflate 30 by 30 with EDI we may lose focus on 30 by 30, and have a situation with no clear goals.
43	Simply taking actions towards 30 by 30 is not enough; actions have to be effective and comprehensive.
45	We should foster a culture of positive change through imposing regulations; but beware this will take 20+ years to pervade.
48	Microaggressions still very common. There is lots still to be done.
50	Are the metrics identified for each recommendation appropriate? I'm not confident that the metrics will adequately demonstrate gains, as they are mostly based on "improved satisfaction" which is difficult to measure. Also, the tool recommended is sometimes a survey done by regulators, and we can't reliably dictate something for the regulators to do.
51	Are there any ways that accreditation could support the goals of the 30 by 30 initiative that have not been included in the Working Group's recommendations? I believe that the current set of recommendations already go beyond what is appropriate for an accrediting body.

52	<p>What are the ramifications on your program/for you of the 30 by 30 Working Group's recommendations should they be implemented?</p> <p>It will add a few more challenges to the formation of a visit team, but the additional recommended questions and priority communication from the CEAB will facilitate the validation of the EDI standards of programs being assessed.</p>
67	<p>We commends the CEAB 30 by 30 Working Group for their efforts towards Engineers Canada's 30 by 30 initiative and looks forward to our continued work together towards improving equity, diversity and inclusion in the engineering profession as a whole. Student voices are a key element of the consultation process and we will continue to be a valuable partner in providing those voices to Engineers Canada and the Accreditation Board.</p>
70	<p>In response to point 6 on the objective of this consultation, the 30 by 30 initiative is a subset of necessary work to improve EDI in the engineering profession. While the working group is constrained to the scope of achieving 30 by 30, we would like to see the report and recommendations rather focus on improvements to the accreditation criteria surrounding EDI as a whole and not solely 30 by 30. With this, we recommend removing mention of 30 by 30 in name in any policy updates surrounding accreditation and focus on efforts to improve EDI as a whole. With 2030 approaching quickly, mentioning 30 by 30 as a strict metric in the accreditation criteria only gives the CEAB additional work when 2030 approaches, to remove these mentions.</p>
79	<p>Should an accrediting body be mandating aspects that impact learning outcomes and skills we want graduates to have?</p>
80	<p>The current criteria doesn't touch on EDI with regards to the learning environment, but when you look at medical school criteria they clearly identify the need for diversity programs, student mistreatment.</p> <p>CACMS standard: "A medical school in accordance with its social accountability mission has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior academic and educational leadership, and other relevant members of its academic community. These activities include the appropriate use of effective policies and practices, programs or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of policy and practices, program or partnership outcomes."</p>
81	<p>How does this work fit within university-wide policies and expectations that aren't necessarily controlled by engineering; how do you reconcile accreditation expectations with university policies?</p> <ul style="list-style-type: none"> <li>- Medical schools need to have policies in place for students, faculty, admin and community stakeholders.</li> <li>- There is precedent for a professional education accreditor to look at this issue in Canada</li> </ul>
82	<p>This work is a step in the right direction; it addresses some of the pushback we're seeing from deans about the scope of accreditation.</p>
83	<p>There is an accusation circulating that HEIs are being held to a standard that Engineers Canada/the regulators aren't holding themselves to. As these recommendations and metrics are implemented, it's important to document what these organizations are doing to show that they're walking the walk.</p>
93	<p>A lot of the recommendations are great, but they have to be more specific.</p>
96	<p>It was suggested that the ties between the GAs and curriculum be highlighted.</p>
99	<p>The proposed metrics are quite vague. It's unclear how the feedback would actually be used to help with assessing impact. More quantifiable KPIs were recommended.</p> <ul style="list-style-type: none"> <li>- While the KPIs identified in the report are vague, that is deliberate. Accreditation is non-prescriptive to be more inclusive of diversity of programs and environments.</li> </ul>
100	<p>The recommendations are missing a sense of how engineering impacts people in practice.</p>
101	<p>2030 is coming up fast; tying these efforts to a date may create more work than necessary.</p>



103	I like how the group looked at it from an EDI lens; it goes back to a fundamental problem. No sense in just focussing on women.
104	Some of the recommendation are too prescriptive and could be interpreted as taking precedence over HEI policies.
106	Some recommendations only require a slight shift and would likely not require big changes. For examples, the GA on “Professionalism and Ethics” is not entirely new. The concept was already included in existing GA. For some HEIs, the changes might not be too important in this regard.
107	Overall, we are very supportive of the recommendations. - Some of the recommendations are too prescriptive. They point to only one possible solution/option/answer. HEIs want to have their own solutions for their own institutions. No solution is “one size fits all” across the country. - Some interview questions are too restrictive. - There is also a concern that the process might impact the implementation of the recommendations.
108	We are happy with the timeline and would like to see changes implemented sooner than later.
110	It is unclear from the recommendations what the timeline for data collection and tracking of data. When would the HEIs will have to report on those metrics?
111	HEIs have already mandates and initiatives in place. There should be an alignment with what they are already doing/collecting.
112	It is important to allocate enough time to the planning of the data collection process. - Need to determine the percentage of equity seeking groups; the percentage of women of colors, etc. We need to have those data to know how to better support these groups.
113	In terminology, “equity seeking groups” and “equity deserving groups” are used interchangeably. “Equity deserving groups” shift language back to people in position of power to consider those groups. The important thing is to focus more on the goal to allowing voices to be heard/seen of people identifying to groups that have been historically marginalized. Getting data on those groups is important.
114	Nothing obvious has been missed.
117	Not all groups are the same; women and other groups covered by EDI are not interchangeable. Some recommendations focus too much on 30 by 30. If the broader goal is EDI, the goal of 30 by 30 will be achieved through it. On the other side, EDI should not be use as a “noun”. Equity, diversity and inclusion are not synonymous.
118	For some recommendations, it is not necessary to create a new policy. Simply rephrasing policies to include EDI give the impression that this was already there and that makes it easier to implement the change.
119	CEAB’s role is primarily with universities: universities can play a role in bridging the gap- brainstorming, talking, clear process, that’s not the case in industry.
122	Everyone seems to think if you create an EDI committee you have solved the problem. All committees should have an understanding of these issues.
126	Improving satisfaction with EDI issues is difficulty because it’s subjective and ever changing. A good program one year can be a bad program the next year if expectations don’t change as needed. - Each cohort of students have different perceptions, or the program could change annually based on individual and subjective interpretations of EDI expectations.
127	Efforts should be made to appeal to EITs.
129	Healthy debates and conflicts helps people learn how to think. Diversity of thought should be taught.

130	<p>Overall, regulators are having a conversation about their role in the EDI space. It's hard to provide guidance to the CEAB since we are still struggling with this question at our own regulator.</p> <ul style="list-style-type: none"> <li>- The role of HEIs is to act as a think-tank – at HEIs you are encouraging diversity of thought. It's unlikely the same conversations are happening at the regulator level.</li> <li>- The role of the regulator is public safety. Do not approach EDI via social justice.</li> <li>- We have little authority or influence over workplaces.</li> </ul>
131	<p>Research shows that there is still not equal pay between men and women.</p>
132	<p>EDI and the goal of 30 by 30 tend to work in opposition to each other.</p> <ul style="list-style-type: none"> <li>- 30 by 30 takes attention away from other equity seeking groups.</li> <li>- Recruitment is not necessarily the problem, retention is. How can we retain engineers who identify as women?</li> <li>- CEAB does not have much to do with the retention piece and cannot not do a lot to inform retention.</li> <li>- Teaching students to create an environment that keeps those who identify as women and other EDI groups in the profession is</li> </ul>
133	<p>EDI is about the processes and the system</p> <ul style="list-style-type: none"> <li>- E.g. transparency in evaluation from an EDI lens (a way to manage unconscious bias in grading and weighting approaches)</li> <li>- E.g. incorporating diversity in pedagogical approaches</li> <li>- The goal should be to create flexibility for EDI to help students without compromising the integrity of the courses.</li> <li>- Add clarification around processes through questions related to recruitment and retention of students.</li> <li>- Differentiation needs to be made between representation and diversity.</li> </ul>
134	<p>We are going to hit 30 by 30 based on trends if you look at graduates from Canadian HEIs but the internationally-educated license seekers are primarily men; baby boomer retirements and attrition might skew the numbers.</p> <ul style="list-style-type: none"> <li>- It is important for Engineers Canada to share EDAS data with regulators and HEIs.</li> </ul>
135	<p>As more women enter the profession it will be important to track statistics.</p>
136	<p>Transparency is required in the marking rubrics that are requested during accreditation visits. Can that issue be addressed in this report?</p> <ul style="list-style-type: none"> <li>- This is important to demonstrate how the marking program is inclusive, how the professor considers various learning techniques and accommodates those that are not standard learners or have disabilities. The rubric should have different assessment strategies to accommodate cultural and adult learning styles. Not everyone is skilled at reading 100s of pages and then writing an essay about it, or doing hands on lab work; we have different strength and the rubric must have a variety of assessment styles to tap into all of them.</li> <li>- Also rubrics should have an aspect of accommodation – heavy lab work is okay for those that live near the campus, but how do</li> </ul>
137	<p>The way courses are delivered does not always allow for equal learning opportunities.</p>
141	<p>I really like the overall vision and plan for these changes. Accreditation is a good instrument for universities to use to focus on this issue in a meaningful way. I am very supportive overall.</p>
146	<p>The use of “EDI” shouldn’t replace “women” in this work.</p> <ul style="list-style-type: none"> <li>- EDI issues are different from women’s issues. Identifying EDI issues does not immediately identify women in engineering issues.</li> <li>- In retention/recruitment, visible minorities and equity seeking groups are being sought at graduation by industry, but women aren’t.</li> <li>- Intersectionality cannot be lost.</li> <li>- “EDI” is the hot topic, but shouldn’t subsume the ‘women’ issue.</li> </ul>
147	<p>There are no recommendations in the report that relate to the employers.</p>

148	<p>The role and responsibility of the HEI ends at graduation, and then the supports available to students/graduates ends.</p> <ul style="list-style-type: none"> <li>- Finding mentorship opportunities during students' time in the HEI, where women professionals can connect with students who are women to give them insights into the industry culture, would make bridging into practice easier. It won't prevent all harm, but it will give support to graduates who are women that are losing connection/support/encouragement from their university culture when they enter the workforce.</li> <li>- Students are complaining about the high workload, so finding time to engage in mentorship opportunities will be challenging. HEIs need to find a way to make it easier for students to engage in this type of relationship building/professional development.</li> <li>- Finding funding opportunities to support these efforts would help.</li> </ul>
149	The way we use words matters – we need to be aware of the vocabulary we chose to use when discussing these issues.
150	Industry is different from academia, and engineering in HEIs seem to be less concerned about partnering with industry.
151	<p>Understanding the role of women deans and presenting them as role models should be encouraged.</p> <ul style="list-style-type: none"> <li>- Women and men in a leadership role think and behave differently.</li> </ul>
152	Alumni networks aren't engaging in a meaningful way with their members to tap into the expertise that is out there. This is another way that HEIs can create a bridge with industry to make the program better for women.
153	The Working Group was encouraged to reach out to students who don't usually engage with consultations and Engineers Canada to ensure a diversity of voices are heard.
154	I was struck by the number of recommendations. There are too many that are too intrusive and interfere with an engineering program. I also find them to be a generic set of EDI recommendations and not specific to 30 by 30. I'm disappointed that the work has not focused on 30 by 30. Either take the 30 by 30 name off the report OR re-focus on women in engineering.
155	EDI is a cross-cutting issue that is not just about gender. As such, a weakness that I perceive in the current recommendations is a too-strong focus only on gender balance. This is a key issue that must be resolved.
156	EDC feels the recommendations are completely inappropriate and a non-starter. 30 by 30 is admirable and important project to which we are committed. We question using a policy instrument to further the goals of a specific project. Policy should be timeless. There are deep and important questions and opportunities to explore.
157	Issue of interference is critical. There is so much work afoot across the country, we have different contexts, we have different initiatives. This is a 'wicked problem' and we need to take our responsibilities seriously and focus on the purpose of accreditation 'make sure graduates are ready for licensure'. Look at the recommendations through the scope of accreditation.
158	This is incremental growth of the scope of accreditation. EDI imperatives would address mental health, Indigenization, 30 by 30 and it should be taken strategically. Does the CEAB have the expertise to assess these things? Do visiting teams have appropriate understanding of EDI? Does the CEAB have capacity to undertake training of visiting teams in an appropriate way? Are the visitors adequately prepared to understand the local context without drawing comparisons between different institutions with different contexts?
159	Metrics: if you are going to create metrics, you need to create benchmarks. What are the expectations that are clear that might be used to judge an individual institution – absence of appropriate metrics, absence of appropriate benchmarks, absence of appropriate training of visiting teams and CEAB
161	I don't know if I support the concept of pushing women into the profession but let's address the barriers. Take a step back and look universally (in countries across the world) – other countries with a culture of women not being equal have a larger number of women in the engineering profession (i.e. Middle East). In a culture and context where women are not advantaged, there is a phenomenon of there being more women in the engineering profession. Study a few years ago behind iron curtain. They found that in order for women to be independent they needed to pursue professions that would give them that independence. There is a deeper series of things that we need to look at. "Swedish Paradox" Women self-select natural and social sciences professions (Bioengineering, Biochemical engineering, environmental engineering). Goes back to the question as to whether there is something in the accreditation process that is keeping women away. Can we take a broader/less constrained approach to create more diverse programs?

162	I'm disillusioned by the whole 30 by 30 thing. While I understand the need to have a memorable title, the focus should always remain on advocating for equal opportunity—not equal outcome. I'm all for supporting women in choosing engineering but I'm not for pushing them to select engineering to fit our number narrative. If we don't reach the goal of 30by30, it is not a failure at all, it is just women telling us what they like and exercising their highest power: their choice.
163	I expected to see more. The recommendations are extremely high-level; it's a little bit generic. I expected to see more substantial changes in the recommendations.
164	We have the future of accreditation project and I find it strange that we are taking incremental steps in conjunction with the other work that is ongoing to look at the future of the system. Should we inject a key question about EDI into this project 'what would a new system look like that would consider EDI'?
165	We feel that the process that was followed is antithetical to diversity principles. This should have been a co-designed / co-creation initiative
168	This is a classic wicked problem. A such, the approach we use today, may not be appropriate tomorrow. Flexibility and adaptability over time is key, which is not a notable strength of the accreditation system.
169	A metric should be used to render a judgement.
172	Some metrics are assigning work to someone else (i.e. the regulators surveying EITs) and are rather naïve and passing the buck onto the regulators. The issue of EDI is a collective responsibility and the current approach, although it is focused on accreditation only, seems to imply that HEIs are going to be primarily responsible for moving the needle on EDI.
173	EDI is very subjective. So many nuances and interpretations and perspective.
174	There should be no specific curricular changes/recommendations.
176	Missing: Looking at the CEAB itself; training of the CEAB members; training of visitors.
177	Missing: Deep look/questioning of current regulations as to whether they dissuade women coming to the profession (rather than adding on as the default).
178	Issue: Learning outcomes. To do effective design you need to be inclusive. We need to focus on EDI as a learning outcome 'Applied EDI' course. Not just checking a box. How do you apply your understanding of EDI to your work. Equip people to be better engineers in light of EDI.
179	Please don't take your eye off of the 30 by 30 initiative. EDI and women in engineering are two different things.
180	The path to licensure – there is a perceived inequity of the path to licensure. CEAB graduates, non-CEAB graduates. Inherent unfairness in the overall process. Can we reconcile the pathway for all potential license seekers? This is a burning issue that a lot of people are very concerned about. Let's not ignore this.
181	In the absence of metrics that relate to specific benchmarks, decisions with respect to accreditation cannot be fairly made. As such, the ramifications of implementation will be an uncertainty about what the CEAB is expecting when it makes 30 by 30 part of the accreditation process.
182	A deepening distrust of the CEAB and the accreditation process will result given the uniform objection of EDC to the process and the implementation of the recommendations, especially at a moment when we are already delving into the future of accreditation in a parallel process.
183	Too intrusive, too many to be implemented at once, not reflective of the context in which the institutions work
186	Issue of credibility of the accreditation process itself. It could undermine the confidence that we have in the accreditation system. Especially when SP1 is underway.

187	Parallel paths to licensure for Canadian-trained versus foreign-trained engineers who are not subject to the same criteria – Potential complaint to the fairness commissioner.
188	There are universities that are ready to abandon accreditation – change our goal to abandon the link between accreditation and licensure. Handcuffed. Alternative path is available so why wouldn't we just do it. This would be a horrible outcome. It's a last resort. More and more likely given the path we are on.
189	A report that has an EDI focus with the 30 by 30 title on it, drags the 30 by 30 initiative through the mud.
190	While they understand (and agree with) the concern that the focus should be on women, and EDI is another wicked problem to tackle and there are many women in engineering who are in the EDI community whom we should be thinking about.
191	Focus of the report was to be on 30 by 30, but for the purpose of this situation it should just reflect the mandate of the WG (gender equality). Though EDI is equally important, it should be addressed separately. Using the term "EDI" broadens the discussion to other under-represented groups, which may pull focus from 30 by 30.
194	The accreditation process is already complex enough; let's focus on what's key and important so that graduates can have a positive impact on the world and practice their profession; don't increase the workload on the impact side of accreditation relative to this work]
195	Procedural issue: unsure about the implementation timeline described in the report
196	The focus of accreditation should be on the quality of graduates; from an equity perspective, we need to take into account the various ways that academic preparedness is assessed for Canadian and international people seeking licensure
197	The title of this work is a miss-representation; the title is 30 by 30, the executive summary (4 <sup>th</sup> paragraph) says 30 by 30 is one component of EDI, and then the rest of the report is on EDI. The report doesn't address 30 by 30/women issues. Recommendation 9 is about including EDI issues, but that has the potential to burry gender issues. Focusing on EDI doesn't necessarily address 30 by 30 – EDI is more attainable than 30 by 30. To address the issues that women face you need to frame the discussion in gender equality, not as broadly as EDI.
199	<p>HEIs are uniformly committed to action to improve equity, diversity and inclusion with respect to underrepresented groups in the engineering profession, including women, indigenous peoples and other equity-deserving groups. As such, we have demonstrated our commitment to the goals of the 30 by 30 initiative by committing human, financial and other resources to creating a culture of inclusion that supports the Canadian engineering profession.</p> <p>We recognizes that the purpose of accreditation, as currently defined in the regulations, is to identify to the member engineering regulators of Engineers Canada those engineering programs whose graduates are academically qualified to begin the process to be licensed as professional engineers in Canada.</p> <p>Our review of the CEAB 30 by 30 Task Force report, its process and its outcomes lead us to the following conclusions:</p> <ul style="list-style-type: none"> <li>- The CEAB 30 by 30 Task Force process was fundamentally flawed;</li> <li>- Not only the process, but also many of the recommendations made in the report, are antithetical to the 30 by 30 goals of achieving an inclusive engineering profession; and</li> <li>- Recommendations made by the Task Force represent an inappropriate incursion of accreditation into matters that are outside the scope of accreditation and that exclusively lie within the jurisdiction and responsibility of HEIs.</li> </ul> <p>Therefore, we:</p> <ul style="list-style-type: none"> <li>- Categorically opposes moving forward with any of the recommendations of the CEAB 30 by 30 Task Force; and</li> <li>- Requests that the national consultation on the CEAB 30 by 30 Task Force report be suspended immediately.</li> </ul>
200	The EC 30 by 30 framing of EDI aspirations is not aligned with current HEI standards for EDI engagement, but we accept that the investment in this branding and the momentum built are valuable assets
201	We have identified the governance structure of the CEAB and the accreditation process as it currently stands as structural (systemic – not systematic) barriers to transformative change in engineering
202	We applaud SP1: the Future of Accreditation Task Force and have invested heavily in having our voice at these tables

203	<p>The membership of the task force was specified in the To Rto include two representatives nominated by Engineering Deans Canada, preferably 30 by 30 Champions with accreditation knowledge.</p> <p>- Two 30 by 30 Champions who are highly respected in the community were duly nominated to the task force</p>
204	<p>The report includes a section titled 'Assumptions on Stakeholder Perspectives.' We were not consulted at any point in the development of the report. The statement of our perspective is as follows, "In their feedback on the role of the accreditation system in incorporating the goals of the 30 by 30 initiative, we have expressed concern that this work will inappropriately increase the scope of accreditation and will be a use of accreditation as a policy tool to fulfill Engineers Canada's broader mandate. While we have explicitly supported gender parity in the profession, the sense is that this movement within the accreditation system is a response to recent trends in higher education and will set a precedence for future trends which will create instability in the criteria and will jeopardize their programs' ability to meet the criteria." This statement does not accurately represent our full concerns with this attempt to include EDI in accreditation.</p>
205	<p>The report section on 'Accreditation Practices Related to Diversity and Inclusion.'</p> <p>The literature summary included as Appendix 3 contains no outcomewhere EDI is being included in accreditation, only the repeated statement for 3 different engineering and technology accreditation bodies "...seems to be doing spotlight work on gender and diversity issues in general, but an over-arching policy/program seems to be absent." No peer reviewed literature was identified which would support using an accreditation body to further the goals of EDI.</p>
206	<p>The report section on 'Accreditation Practices Related to Diversity and Inclusion.'</p> <p>This section in the report surveys the results but is ambiguous in its conclusions, leaving the reader with no clear statement that EDI is not currently included in any formal accreditation process in any substantial way.</p>
208	<p>The only accreditation body in the literature review which DOES have an active initiative in EDI has implemented a group to reflect back to them on their own practices (ABET's Inclusion, Diversity and Equity Advisory Council -Reporting to the Board of Directors, the Inclusion, Diversity and Equity Advisory Council (IDEAC) promotes and develops evaluation methods and metrics for improving inclusivity, diversity and equity within ABET, its activities, its volunteer base and its accredited programs consistent with ABET Principles of Diversity and Inclusion.).</p>
209	<p>Engineering Deans Canada have been making the case that the CEAB represents a structural (systemic) barrier to implementation of inclusive and innovative program designs for many years. This question is not addressed in the report or the literature review, but would be addressed through a self-reflective body like the advisory council.</p>
210	<p>We poke out strongly against the initial draft task force report and against the unchanged final report which has just moved into a national consultation process.</p>
211	<p>The task force's 19 Recommendations were considered in some detail in developing an initial response, and with great concern for their robustness.</p>
212	<p>It is clear that the CEAB feels they are required to move the report forward in spite of our serious reservations, now presented 6 times through regular channels. Their consistent response has been:</p> <p>- "The EC board directed the CEAB to develop appropriate ways within the accreditation process to incorporate the goals of the 30 by 30 initiative,"</p> <p>- The CEAB governance process now requires the CEAB to move to a national consultation process on the recommendations of the task force.</p>
213	<p>Workplace harassment policies and governance structures use processes which are very different from accreditation processes and much closer to workplace safety structures. These processes build supportive and collaborative workplace practices to focus first on education and building positive behaviors which support the employee or students.</p>
214	<p>The success of a safety culture is reflected in metrics which consider culture, not performance. The metrics in this report consider performance.</p>
217	<p>These critical resource constraints are not addressed in the report.</p>
218	<p>The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading.</p> <p>a) The deans were never engaged in the development of the CEAB 30 by 30 task force report and their perspective was misrepresented in the final report –in spite of many clear and very publicly stated concerns.</p>



219	The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading. b) ABET has identified similar concerns and implemented an Inclusion, Diversity and Equity Advisory Council reporting to the ABET Board. This constructive approach was set aside by the CEAB 30 by 30 Task Force. We would support it.
220	The CEAB 30 by 30 task force process and engagement was deeply flawed and the outcomes identified in the report are misleading. c and d) The 19 recommendations and associated metrics are not aligned with EDI best practices
222	Diversity is a fact. Inclusion is a choice. We cannot force people to make good choices –we can only create conditions where desired behaviors are more likely to be chosen.
223	Creating a space for conversation and belonging requires that we come to the table with humility, curiosity, openness, and deep respect for other ways of knowing. These conversations can transform the way we see the world.
224	Regulation and accreditation require a certain degree of rigidity to provide a consistent framework. Accreditation is a transactional process.
225	Enforcing regulatory standards is almost the polar opposite of building a culture of inclusion, because regulation removes choice. Standardization is the goal. People do not make good widgets.
226	Good EDI work is transformational, not transactional.
227	The underlying premise of the report is flawed. The appropriateness of using accreditation to further 30 by 30, and the connection between EDI outcomes and accreditation criteria were never addressed.
228	HEI's have made significant progress in understanding the points of leverage and the constraints in advancing EDI over the last 30 years.
229	We applaud recent progress and change in the regulatory sector and continues to see structural change in the CEAB/stakeholder relationship as an essential next step to facilitating transformative change in the profession.
230	The EC 30 by 30 framing of EDI aspirations is not aligned with current HEI standards for EDI engagement.
231	EDC has identified the CEAB as a structural (systemic) barrier to transformative change in engineering.
232	ABET has identified similar concerns and implemented an Inclusion, Diversity and Equity Advisory Council reporting to the ABET Board. This constructive approach was set aside by the CEAB 30 by 30 Task Force. We would support it.
233	The CEAB 30 by 30 task force process and engagement was deeply flawed.
234	We recommend that national consultation on the CEAB 30 by 30 task force report be suspended.
235	We ask that the structural (systemic) concerns raised by the deans be referred to the Future of Accreditation Steering Task Force.
236	<p>Thank you for the opportunity to comment on the "The CEAB 30 by 30 Working Group Report". We have reviewed the report and we acknowledge Engineers Canada's commitment to equity, diversity and inclusion and the importance of the 30 by 30 initiative. We are, however, not in agreement with the overall approach proposed in the report for the following reasons:</p> <ul style="list-style-type: none"> <li>- Engineers Canada (through CEAB) accredits undergraduate engineering programs to ensure the programs provide the required training needed to become licensed with Canada's engineering regulators. This process is concerned with the academic programs and with the graduate attributes acquired. It should not be used as a tool to achieve the objectives of an initiative, regardless of its importance.</li> </ul>
237	<ul style="list-style-type: none"> <li>- 30 by 30 is an initiative with the goal of increasing the representation of women within engineering. It has specific goals and timelines. This is not aligned with the accreditation process which is primarily concerned with program quality and graduate attributes.</li> </ul>

238	- The goal of the 30 by 30 initiative is focused on Women in Engineering and not all aspects of EDI. While the recommendations in this report address, in part, gender balance they also rightly focus EDI in general. This leads, however, to a lack of cohesion.
239	- Since the introduction of graduate attributes to the accreditation process, the CEAB has repeatedly stated its medium-term goal of moving away from input measures in order to focus on outcomes (i.e., Graduate Attributes). Many of the recommendations in this report are focused on input measures and would represent a move that is not aligned with the CEAB's own stated strategic direction.
240	- EDI touches many aspects of one's individual and professional life. Work is still ongoing in many areas to establish evidence-based best practices in various environments and fields, including the profession of engineering. We do not believe it is yet possible to reliably form and train visiting teams with the necessary expertise to make an assessment of EDI practices.
241	- EDI is not a task that needs to be checked off from our to-do list; it requires an integrated, organic and personal approach that is aligned with an institution's community and is shaped by local priorities, context and challenges. In recent years, it has become evident that educational institutions are deeply committed to EDI, and this is clearly reflected by their wide array of activities, ongoing exchange and learning, and concrete investments. Entangling this organic process with accreditation is not likely to contribute positively to those efforts and, in fact, may complicate and discount these efforts.
252	Note that the concerns summarized above are not exhaustive and, in fact, only begin to scratch the surface when it comes to exploring the potential impacts of implementing each of these recommendations. EDI is inherently a complex and nuanced topic that deserves deep exploration, introspection, and consideration to ensure that our goals can be achieved in a sensible and meaningful way. The implementation of recommendation such as those made by the Working Group also requires the involvement of people who have specific expertise when it comes to EDI and should be based on evidence-based best practices when it comes to accreditation. Without having the opportunity to work collectively (i.e., involving all key stakeholders) to examine the implications of each of these recommendations, there is significant concern that the credibility of the CEAB will be drawn into question when it comes to advancing the interests of engineering education and the profession in Canada.
272	Like the universities, we share a responsibility to address systemic barriers that limit access to education for intersectional groups – not just women, but Indigenous students, students of colour, LGBTQ students, first-generation students, etc. But we are only one piece of the solution and cannot change the culture on our own. This will require collaboration and co-creation from the HEIs, regulators, employers, industry associations, high schools, and people who exert influence on the students, such as parents and guidance counselors.
273	This work must get done correctly, and so we must ensure that we don't hastily push forward for the sake of meeting the arbitrary 2030 date.
274	We know that poorly implemented measures or quotas can be ineffectual, if not harmful.
275	We also understand that an HEI's size and program mix naturally influences the gender mix creating an inequity among us.
276	The recommended actions of the 30 by 30 Taskforce, while well-intentioned, run the risk of placing undue burdens on the HEIs to meet accreditation standards that are outside the scope of accreditation and are not linked to demonstrative improvements of outcomes.



277	We have concerns with the process the Task Force used, but more importantly, we are concerned that many of the recommendations in the report are either not supported by evidence or not in line with EDI best practices for fostering an inclusive engineering profession.
278	We defer to the work of the EDC in the evidence they raise and support both their conclusions and their call to pause further implementation of the 30 by 30 recommendations until the future of accreditation is better understood.
279	<p>I fully support the position of the Engineering Deans Canada as articulated in the attached Motion and slide deck. The failure to consult with stakeholders is particularly troublesome, in a report with the intent to support inclusion and co-creation.</p> <p>I also disagree with Engineers Canada Board mandating that the CEAB find ways of using accreditation to further the goals of their 30x30 initiative. Although we all share the goal of gender diversity, accreditation is not an appropriate process to implement those goals.</p> <p>Continuation of this process and implementation of the task force recommendation would require me to alert my Provosts and President that the partnership with CEAB is an increasingly high risk partnership and that we should start considering alternatives to National accreditation. As the largest institution in the province graduating more than half of all engineers, we would also need to alert EGBC that the partnership is putting our programs at risk.</p>
280	<p>In response to the report of the CEAB 30 by 30 Working Group, I echo and reiterate the concerns expressed by Engineering Deans Canada and presented to Engineers Canada and the CEAB in May 2022. The engineering deans present at the May 2022 EDC meeting were opposed to the CEAB 30x30 task force report and its recommendations for the following reasons:</p> <ul style="list-style-type: none"> <li>• The CEAB 30 by 30 Task Force process was fundamentally flawed;</li> <li>• Many of the recommendations made in the report are antithetical to the 30 by 30 goals of achieving an inclusive engineering profession; and</li> <li>• Recommendations made by the Task Force represent an inappropriate incursion of accreditation into matters that are outside the scope of accreditation and that exclusively lie within the jurisdiction and responsibility of HEIs.</li> </ul>
281	<p>It is with deep concern, and only after long conversations with many colleagues and careful consideration of all possible paths forward, that I am taking a strong stand against the report by the CEAB 30 by 30 task force. I respect the fact that the task force is made up of volunteers working for the good of the profession and I thank you all for your investment in this work. Many of you are also friends and colleagues who have taken the time to speak with me about the report and the process. Thank you so much for that investment in our community.</p> <p>In closing, some members of the task force seem to believe that deans are opposed to EDI work. Nothing could be further from the truth. In the many hours deans have invested in finding appropriate ways to respond to this report, EDI has always been front and center as an issue of critical importance. In fact, the dominant concern in our conversations has been the damage that well intentioned and poorly executed EDI efforts can cause.</p>

282

My response centers on 4 points:

1. I fully support the position of EDC and the motion in the attached slides. The process used to arrive at this report was flawed, particularly with respect to metrics which would indicate EDI proficiency in CEAB governance. Specifically, the attached slides refer to a failure to consult stakeholders and understand their concerns and a failure to consider self-reflection and review of CEAB processes and culture as the first step forward.

283

My response centers on 4 points:

2. I find that the motion from EC “directing” the CEAB to “find appropriate ways to implement EDI in the accreditation process” also fails a standard of consultation and respect for the CEAB. The EC “directive” put the CEAB in an untenable position.

284

My response centers on 4 points:

3. The primary place where the CEAB could remove barriers to EDI advancement in engineering is a thoughtful and rigorous reflection on and review of their own processes. Accreditation is designed for standardization and to limit change. Finding ways to reduce barriers to innovation while maintaining high standards through a more focused scope of accreditation would dramatically change our culture and make our profession both more welcoming and more inclusive. As an educator, a dean, and a female engineer, I advocate for a culture of co-creation and inclusive behaviors in engineering. This is essential to advance our profession in today’s world. I suggest that the CEAB invest their energies in expanding their own competencies in co-creation and inclusiveness, rather than in expanding the already overwhelming scope of accreditation. This would allow HEI’s to invest more in EDI efforts rather than further increasing the cost, scope, and workload of accreditation.

285	<p>It is with deep concern, and only after long conversations with many colleagues and careful consideration of all possible paths forward, that I am taking a strong stand against the report by the CEAB 30 by 30 task force. I respect the fact that the task force is made up of volunteers working for the good of the profession and I thank you all for your investment in this work. Many of you are also friends and colleagues who have taken the time to speak with me about the report and the process. Thank you so much for that investment in our community.</p> <p>My response centers on 4 points:</p> <p>4. As a dean, I have both legal and institutional responsibilities for upholding EDI within the contractual limitations of my university. This area is a place of high sensitivity and public visibility. I answer to my provost and president on these matters, and our institution holds senior leaders to a high standard of accountability in this area. If the CEAB proceeds with this report, I will have to advise my provost and APEGS that our partnership with EC on accreditation involves increasing risk. The system was originally designed for the benefit of both regulators and universities in the service of the public good. The increasing scope creep of accreditation into areas such as EDI and student mental health weakens the credibility and integrity of core technical competency assessment because the work of the board increasingly goes beyond our scope of practice and infringes on areas which are addressed by other legal entities. Specialist staff in universities often find the list of suggested questions inappropriate. Again, I respectfully request that CEAB reflect on their own practices and policies and seriously consider pausing changes to accreditation until the SP1.1 Future of Accreditation work can be completed.</p>
286	<p>I am responding to the call for consultation on the CEAB 30 by 30 Working Group Report in my role as Dean.</p> <p>I fully support the position of Engineering Deans Canada as articulated in the attached motion and slide deck. I have reviewed the report internally at with my executive team as well as with my Faculty Board in preparing this response. We are opposed to moving forward with the recommendations of the 30 by 30 working group report. The lack of consultation with higher education institutions (a critical stakeholder) while developing the report and its recommendations is a critical flaw in the process followed by the Working Group.</p>
287	<p>I am responding to the call for consultation on the CEAB 30 by 30 Working Group Report in my role as Dean.</p> <p>Implementing the recommendations of the Working Group would require [HEI] to re-evaluate our partnership with CEAB and to consider alternatives to national accreditation and paths to licensure for our students.</p>
288	<p>I am responding to the call for consultation on the CEAB 30 by 30 Working Group Report in my role as Dean.</p> <p>We at [HEI] fully support Engineer's Canada goals to increase the diversity of the engineering profession and to make it a more inclusive community. We are committed to Equity, Diversity, and Inclusion at [HEI] and in particular within the Faculty of Engineering as evidenced by our strategic plan, our policies and procedures, and our investment of resources in initiatives to increase diversity, and create a more inclusive community.</p>
289	<p>I am responding to the call for consultation on the CEAB 30 by 30 Working Group Report in my role as Dean of [HEI].</p> <p>As Dean of [HEI], I request that Engineers Canada and the CEAB pause from making significant changes to the accreditation process until the work on the strategic priority on accreditation is complete. I am encouraged by the level of consultation with stakeholders that this process has demonstrated. I am further encouraged by the reports that the task forces on this strategic priority have released. I look forward to working with Engineers Canada and the CEAB to improve the accreditation process and to ensure that Canadian engineering students are prepared to enter the engineering profession.</p>

290	<p>I write to express my full support of the position of Engineering Deans Canada (EDC), as reflected in the attached motion and presentation materials.</p> <p>I want to take this opportunity to reiterate concerns that I have expressed repeatedly about the inappropriate incursion of the accreditation process into matters that are outside the scope of accreditation, the inappropriate use of accreditation to advance the goals of a specific project of Engineers Canada, and the poorly designed and executed consultation process that is an example of what it means to be non-inclusive. As a profession, I believe we can do better, especially in advancing our collective and critically important goals with respect to equity, diversity, and inclusion (EDI).</p> <p>In short, believe that moving in the directions recommended in the Working Group report risks undermining the credibility of the CEAB accreditation process and would encourage HEIs to forgo this approach altogether in search of other alternatives.</p> <p>Given these concerns, I ask that you suspend any further consideration regarding the implementation of the recommendations of the Working Group so that HEIs can work with stakeholders to focus our collective energies on Engineers Canada's strategic priority initiative that is focussed on the future of accreditation. This ongoing initiative has much greater potential to advance our profession's interests when it comes to EDI.</p>
291	<p>As Dean of the Faculty of Engineering of [HEI], I am responding to the call for consultation on the CEAB 30 by 30 Working Group Report. I have also been engaged in the 30 by 30 initiative for many years, having been a champion of the initiative here at [HEI].</p> <p>I entirely support the position of Engineering Deans Canada regarding the report, and while I know you have received a copy of the motion and of the Response previously from EDC members, I have attached these documents to this email for complete clarity. The issues related to the consultation are clearly detailed in the EDC slide deck.</p> <p>Accreditation is not the correct process for Engineers Canada to implement its objectives on this matter. While, like my colleagues, advancing EDI is a major element of our faculty and institutional strategic objectives, the recommendations from the report stray clearly outside the boundaries of best EDI practices and outside the role of accreditation, and the failure to consult with stakeholders in preparing the report has raised very serious issues.</p>
292	<p>In response to the report of the CEAB 30 by 30 Working Group, I echo and reiterate the concerns expressed by Engineering Deans Canada (EDC) and presented to Engineers Canada and the CEAB in May 2022. The engineering deans present at the May 2022 EDC meeting were opposed to the CEAB 30x30 task force report and its recommendations for the following reasons:</p> <ul style="list-style-type: none"> <li>• The CEAB 30 by 30 Task Force process was fundamentally flawed;</li> <li>• Many of the recommendations made in the report are antithetical to the 30 by 30 goals of achieving an inclusive engineering profession; and</li> <li>• Recommendations made by the Task Force represent an inappropriate incursion of accreditation into matters that are outside the scope of accreditation and that exclusively lie within the jurisdiction and responsibility of Higher Education Institutions.</li> </ul> <p>Engineers Canada and the CEAB have subsequently been provided with materials by EDC to explain EDC's position more fully.</p> <p>I am fully supportive of the principles embodied in the 30 by 30 initiative in terms of increasing the representation of women in the engineering profession in Canada however, I do not want this tied into our accreditation process for our engineering programs. A group of female Deans of Engineering also met with the chair of the 30 by 30 task force, to explain our position more fully.</p>

	I am writing to provide feedback as part of your consultation on the 30x30 Working group report.
300	<p>I am supportive of this initiative and broadly agree with the recommendations and will mostly focus my feedback on concerns. I have the following specific comments from the perspective of an HEI:</p> <p>Implementation plan</p> <p>Clarification is required as to the expectations for implementation. We will need time to revise our program indicators and complete existing course mapping, gather and analyze data on the existing program with regard to those changes, plan program changes and then make calendar revisions and implement those changes. This is a multi-year process and we would like reassurance as to how the visiting teams will make allowance for this. I consider this clarification extremely important. Please also be aware that the proposed AODA post-secondary education standard will have absolutely enormous resource implications for those of us in Ontario if it is implemented on the recommended timescale, which would coincide with the proposed approval timeline for this initiative.</p>
311	<p>It seems that the HEIs would have access to the most up to date research on EDI and how to implement it.</p> <p>Some of the recommendations language seems outdated - "women and other minority groups".</p> <p>Perhaps we need more understanding of what is already being done within the HEIs and if accreditation is right vehicle for addressing EDI at HEIs.</p>
312	Consider the addition of a required online reporting platform for harassment with the ability to be anonymous.
313	Consider adding inclusivity requirements for school or club events, although that may be outside the accreditation realm.
314	Ensure programs are all around inclusive in order to create a cohesive team building environment.
315	Consider adding support and safe spaces for studying at school.
316	"Visiting Team members will require support from the CEAB and the CEAB Secretariat to develop tools and skills to collect the necessary information" How this is done can create bias and is an important consideration. We would like to have an opportunity to review.
317	"CEAB members are in favour of finding ways to support the goals of the 30 by 30 initiative. There is a recognition that this support could take the form of interventions in the criteria" Criteria which specifically address EDI is tenuous ground. We will see what is proposed (assume that is shown later in the document)
318	<i>"The proposed updates to the graduate attributes stress diversity and inclusion and, in terms of mechanics, are being re-written to be gender neutral"</i> support this
344	In colonized countries, we have experiences of youth, especially women and underrepresented groups being moved away from the maths and sciences. HEIs are doing our best to attract under-represented groups as students and faculty and retain them. The sense is that these recommendations have the potential to use accreditation to flag how bad HEIs are doing with these efforts when it's a reality of the systematic challenges we are grappling with.
345	The report/environmental scan doesn't convince the reader that the solutions being proposed will solve the problem. It's a truly wicked problem.
346	We're going about this in the wrong way. HEIs want to do this, but we need to take a system view of the issue; what can the regulators do earlier in the stream to encourage/lobby the government to support STEM in K-12. Even the tri-councils could help by doing research on how to encourage girls in STEM in K-12 (like NSF funds), but they aren't. The regulators have lobbying power to start making changes at the K-12 level that will help efforts being made at the post-secondary level. We need a system's analysis of the root causes of the issue. The reality is that there just isn't 50% worth of women in engineering in either the faculty or the student pools.
347	Recruiting women from technical backgrounds where women are extremely under-represented is a challenge. The problem starts in elementary and high school.
348	Higher education doesn't control the areas where this issue is coming from, which is K-12, but it is being asked to take responsibility for things that we don't control (i.e. encouragement of girls, the culture of engineering and how women experience it, etc.). We only have students for four to six years; this puts undo burden on HEIs to fix the problem, and it expands the scope of accreditation. Regionally, some high schools just don't teach the subjects needed for admissions to a BEng – there's a 20-30 year horizon on making that improvement. "30 by 30" is not a reasonable goal.

349	The recommendations appear to be a bean counting exercise.
350	There is intersectionality to consider. French schools have to attract not only women, but French-speaking women. There are improvements happening, but slowly.
351	Federal and national directives have to take into consideration local and regional HEIs that aren't in large cities, which would make measurements more challenging for them.
352	Provosts and provincial governments give HEIs their mandates; they always take priority and they may not be in line with what the recommendations would require.
353	The breadth of groups identified for consultation is nice to see. However, none of those groups - except the deans - would be responsible for implementation, and many do not know the actual operational parameters within which deans deliver programs.
354	30 by 30 is a laudable goal and one we've been working towards. Meeting this mandate could steer the HEIs away from their contextual realities and it still won't meet the goal of better representation of women in the field.
355	We are trying initiatives, and the numbers are going up, but not as quickly as we'd like. Some disciplines are more appealing to women, but does that mean we should drop programs that are more male-dominated? Tying this issue to accreditation is the problem.
357	This is scope creep about the purpose and boundaries of accreditation. The Deans believe the purpose of accreditation is to graduate engineering students with the technical and other competencies needed to start their journey towards their professional careers.
359	HEI have been working on this issue for long before EC came forward with 30 by 30. There is a lot of knowledge in HEIs about this issue, but the proposed way forward wasn't co-created/co-designed to take advantage of the knowledge in higher education that already exists. This lack of collaboration will have a negative effect.
360	Following the May EDC meeting, there was a comprehensive presentation made to Engineers Canada outlining their concerns related to this consultation; there were lots of pieces to that and it encompasses both the recommendations and the processes that led to where we are.
361	We all believe in greater representation, and feel badly that we are spending time and effort talking about it in this way when we could be spending that on the actual effort. We don't understand why our position isn't being heard. No one has talked to us about what would be transformative.
362	Our frustration is coming from the fact that we aren't being treated as a partner in the creation of the system.
363	Eliminating the AUs and moving to GAs will be more impactful. This will give programs more leverage to make changes that will make them more attractive to women.
365	We work in large, complex organizations and are trying to deal with culture change and transformation that is occurring across all employees. The Tri-Agency Dimensions Program is going to be impacting all Canadian HEIs, but has this been considered in the report? It covers a lot of what your report covers. But in countries where it's further ahead in terms of implementation, it's becoming a political debate around how much is being spent on the administration of these efforts. Has any consideration been made about how the Tri-Agency Dimensions Program project will impact us?
366	The word "appropriate" in the mandate from Engineers Canada seems to be missing. There are few 'appropriate' ways to incorporate 30 by 30 into accreditation.