

CAETS Working Group: Diversity and Inclusion

Report to CAETS Council
September 2022

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Overview

- Survey undertaken of CAETS Academies' activities in the field of D&I. 13 full responses.
- Meeting of six academies on Monday 26 September to:
 - Examine the results
 - Use this as a baseline for revitalising the D&I working group.
 - Ask what can be done to build capacity in CAETS and member academies to meet CAETS' objective to promote diversity and inclusion in the global engineering profession

Survey Results

- Thirteen Academies gave full responses.
- Twelve are actively working on D&I issues, most for over 5 years.
- Increasing number have D&I lead, often Vice President or Committee Chair.
- Majority focus on D&I in Fellowship, but large minority also focus on D&I in the broader engineering community and society. Wide range of activities, large and small, supported here.
- Gender, ethnicity and age are priority areas for D&I but activity spans across wide range of other D&I fields.
- Half respondents don't yet consider D&I in the delivery of awards and other programmes- huge opportunity for learning here.
- Resource the biggest constraint, but majority feel no strong constraint on D&I work.

Over half of respondents embed responsibility for D&I in governance mechanisms

6. Do you have a specific individual (at staff or membership level), steering group or committee with responsibility for diversity and inclusion?

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 Insights



- In many cases, officers or committees responsible for election policies also have responsibility for D&I. Sometimes dedicated advisory groups support these.
- Two Academies have formal responsibility for D&I at Vice President level.
- Three Academies have dedicated broader D&I committee/advisory group and/or staff team.
- One Academy has staff level women's and men's representative to represent concerns of all staff.
- Two Academies have positions and governance mechanisms that especially deal with D&I in minority groups.

Majority focus D&I work on membership but sizeable minority have ambitious range of broader activities

8. Does your Academy carry out work with the goal of: (choose all options that apply)

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- Making its Fellowship/Members... 8
- Making the engineering profess... 4
- Making general society more di... 1
- None of the above 0



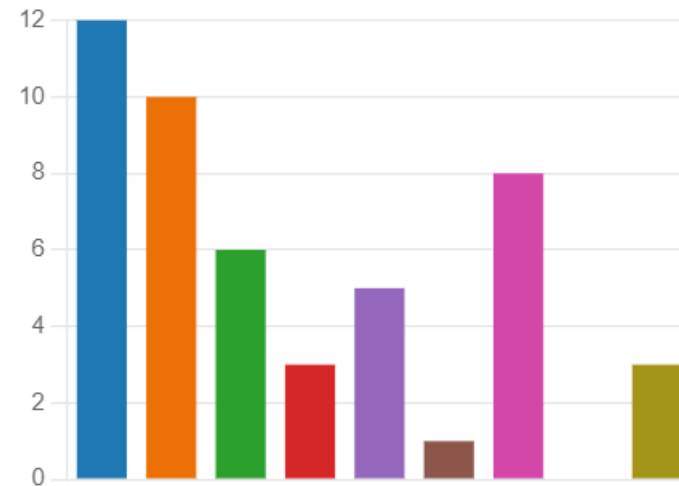
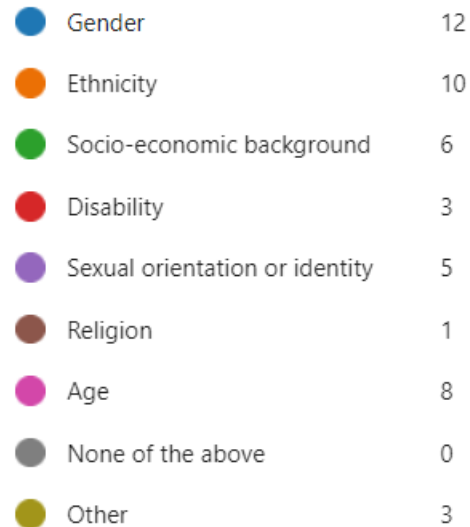
Activity focused on the engineering profession as a whole mentioned includes:

- Mentoring, writing competitions and prizes for young female engineers
- Large cross sector projects on equity and racial justice.
- Survey of D&I across the whole engineering sector
- Development of D&I progression frameworks and toolkits
- Case studies of excellent female engineers

Strong focus on gender, ethnicity and age across the board, but activity across wide range of D&I characteristics

9. What aspects of diversity does your academy take an interest in? (Choose all that apply)

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Other: Employment context (equal opportunities for universities, business, govt. research and volunteers); First nation/indigenous people; All, to a certain extent..

Half of academies who deliver awards work on improving D&I in their delivery.

11. If you answered yes to any of the above, do you currently carry out any work to improve diversity and inclusion in the delivery, promotion and review of these awards?

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 Insights



Ensure selection panels reflect diversity in gender and ethnicity; call for applications from a wide range of organisations and institutions; monitor diversity of nominees and successful awardees.

Ensure gender balance and diverse representation in assessors, promote to a wide range of audiences and organisations, consider the gender balance in award outcomes, with respect to merit.

Re-iterating programme to target areas and schools where students have fewer opportunities in STEM.

Strong interest in learning more, especially around international context

17. Are you interested in learning more about any aspect of diversity and inclusion?

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● Yes
● No

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Hearing about approaches and good practice from other countries.

We would be interested in hearing other academies' approaches to improving outcomes in STEM education and careers for First Nations or Indigenous people in their countries.

The funding of projects to improve diversity and inclusion

We welcome a benchmark of initiatives across Academies!

Reflections

- **A critical mass** of Academies have D&I activities and targets focused on their Fellowship, covering a broad range of D&I characteristics, and an individual responsible at corporate level for D&I.
- **Leading groups** of academies have D&I strategies or workplans, embed D&I in the delivery of awards and programmes, and do some work focused on D&I within the broader engineering community.
- Good potential for mutual learning and capacity building, especially in coming over inflection points.
- 18 academies didn't take part, but the majority must be doing some work on D&I- how can we ensure the right people in all Academies get the message and get involved?

Recommendations for next year

1. **Improved network**- CAETS academies asked to produce updated list of D&I contacts, including where possible those responsible for D&I within academy governance.
2. **Community of practice** to be set up linking senior responsible stakeholders for D&I. Regular virtual meetings- potential topics could be D&I monitoring, making awards more inclusive, D&I for staff, moving from D&I in Fellowship to D&I of engineering profession, D&I for indigenous/first nation people, D&I funding.
3. **Database** of CAETS academies' D&I strategies, workplans, policy papers, to be created as a resource on the CAETS website.
4. Collection of baseline **D&I data** on membership from each Academy. This is not comparative- we know Academies have different constraints on size, election process. This is instead so that member academies can put processes in place to collect data, measure their progress year on year, and use data to identify challenges/issues.
5. **Survey** to be repeated annually to understand change in CAETS academies' activities on D&I.