



## Call for Board Nominations

The CEEA-ACÉG Board of Directors is seeking nominations for five new director positions, subject to and in accordance with the by-laws (Section 4). The two new directors will join the current directors (who represent the regions Atlantic Canada, Quebec, Ontario, and Western Canada and the student membership), and will help contribute to the Association's goal to promote a stronger Canadian engineering education community that enhances the profession's contribution to a better world, connects and empowers engineering education stakeholders, and upholds continual improvement in engineering and design education through scholarly practice. The CEEA-ACÉG Board is committed to four core values in our decision making, communication, and representation of the membership and the association: integrity, innovation, inclusion and respect.

### Open Board Positions for 2023/4

- One (1) Director (3-year term) reserved for the Ontario region
- Three (3) Directors (3-year term) open to members from any region
- One (1) Student Director (1-year term)

All director roles are volunteer positions that require an active, long-term commitment and a passion for advancing engineering education excellence in support of the Canadian engineering profession and engineering education ecosystem. Candidates who bring significant experience in teaching, research, or practice in any engineering field and diverse perspectives to the table are highly desired. Candidates must have current CEEA-ACÉG membership.

The successful candidates will travel (as circumstances permit) to attend CEEA-ACÉG Annual Conferences and Annual General Meetings (AGMs) during their terms and will also join in regular videoconference calls throughout the year. Travel and teleconference calls occur during both normal business hours and on weekends.

### CEEA-ACÉG Purpose

- foster and promote a thriving, sustainable Canadian engineering education ecosystem;
- encourage and support Canadian engineering educators in the development and sharing of best practices;
- enhance all areas of engineering education practice and research; and
- engage all stakeholders in Canadian engineering education, including faculty, administrators, regulators, industry, and students.

### CEEA-ACÉG Board Structure

The CEEA-ACÉG Board consists of eleven directors, one of whom is the Student Director. All Directors must be members of CEEA-ACÉG; the Student Director must be a Student Member and the other Directors must not be Student Members (i.e., they can be Professional, Honorary, or Affiliate members). Of the ten non-Student Directors, at least one must come from each geographic region (Atlantic, Quebec, Ontario, and West).

Shortly after the AGM each year, the new Board will meet to elect and appoint the Officers. There are four Officers of the Board, each for a one-year term:

- President
- Vice President
- Secretary
- Treasurer

The Vice-President (formerly President-Elect) is expected to become the President in the year after their term as Vice-President. The President is expected to serve for one year and then become the Past-President (a non-officer role) in the year after their term as President. (Note that the Past-President can either be a Director, if they continue on the Board in such capacity, or a non-voting ex-officio Board member, if they are no longer a Director.) The Secretary and Treasurer offices can be held by different people, or one person can assume both offices as Secretary-Treasurer. The Student Director is not eligible to hold an Officer position. More information on all offices can be found in our [by-laws](#).

The CEEA-ACÉG Board is currently supported by contracted administrative staff.

There are several standing committees chaired by current Board members including:

- Nominations and Awards Committee
- Communications and Marketing Committee
- Membership Committee
- Conference Committee
- Governance (includes the Finance Sub-Committee)
- Activities and Professional Development

## **Skills and Qualifications**

CEEA-ACÉG pledges to enhance diversity and inclusiveness within the Association by continuing to create a welcoming, caring community anchored in engineering education. CEEA-ACÉG recognizes that excellence in engineering education is a result of collaborative efforts and that a community with differing and intersecting experiences, education, backgrounds, and interests has better collaborations.

CEEA-ACÉG is committed to the principle of equal opportunity in education and employment. CEEA-ACÉG does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in its administration and association activities.

## **Director Terms**

Following the nomination and election process, the slate of electors is brought to the membership for approval through a motion at the AGM. Upon successful election, Directors normally hold a three-year term, renewable once, for a total of six consecutive years of service, except for the Student Director, whose term is one year, renewable once, for a total of two consecutive years of service. After completing the maximum number of consecutive terms, former Directors must wait a minimum of one year following the end of their most recent term before they may serve as a Director again.

## **Average Time Commitment**

On average, a CEEA-ACÉG Board member should expect to attend the Annual Conference and AGM every year of their term and participate in regular videoconference calls (one 90-minute meeting, plus 1-2 standing committee meetings per month). The active participation and time commitment for each Board member is 3-4 hours per month, on average. In preparation for meetings, members are expected to review all meeting documents.

## **Benefits**

These Board positions provide a unique opportunity to meet and collaborate with other CEEA-ACÉG members who are passionate about engineering education from across Canada. CEEA-ACÉG Board members make important contributions to the engineering education ecosystem and the profession by addressing timely issues and engaging all stakeholders in engineering education. For 2023-2024, for example, key topics will include the Association's leadership in the engineering education ecosystem, participation in the Great Canadian Engineering Challenge promoting sustainability, growth of membership activities in teaching, research, and professional development, promotion of engineering design education and industry participation, and ongoing practices that promote inclusion, diversity, decolonization, equity, and accessibility (IDDEA) in engineering education.

## **Nomination Process**

Nominations and self-nominations are accepted. Applications should include a brief cover letter describing the nominee's interest in engineering education and an updated CV. Nominees must have current CEEA-ACÉG membership.

With the exception of the Student Director position, questions and nominations can be sent to [administrator@ceea-aceg.ca](mailto:administrator@ceea-aceg.ca).

For the Student-Director position only, questions can be sent to Adan Olivares Castro at [student-director@ceea-aceg.ca](mailto:student-director@ceea-aceg.ca) and nominations can be sent to [administrator@ceea-aceg.ca](mailto:administrator@ceea-aceg.ca).

Nominations must be received no later than March 1, 2023.