

Results from the Consultation on the New Standing Committee Roles and Responsibilities

June 2021



Approach

Members' Survey

- Sent out in English and French via email to 1,133 active CES members who opted to receive CES surveys
- Opened between April 13-28, 2021
- 3 reminders sent (to those who did not respond)
- There were 136 respondents (response rate 12%)

CES Key Informants' (KI) Guide

- Sent out to CES committees, working groups, Fellows, curriculum advisory board, chapters.
- 14 stakeholder groups provided responses.



Survey

- Survey results were analyzed using descriptive statistics and simple coding

Key Informants (Feedback were split amongst two reviewers who followed the following process):

- Creation of a code list based on feedback provided
- Individual coding of qualitative feedback using the code list (n=7 for one reviewer, n=7 for the other)
- Review of codes across all feedback
- Collapsing of codes into themes
- Summarizing themes and providing qualitative quotes

Analysis Process



Reporting Process

- Feedback has been triangulated from both methods in this presentation
- The results in this presentation were used to inform the committee draft ToR. The feedback that was focused on activities, tasks, and operations will help the new Chair when they develop the workplan for the committee.



Suggestions for Naming the New CES National Standing Committee

- Some suggestions were made for higher-level integrated names
- Consider including Reconciliation in title
- Overwhelmingly, respondents supported a literal name that describes the exact responsibilities of the committee: Equity, Diversity and Inclusion and Environmental Sustainability
(with attention to an acronym that does not confuse the meaning)



Roles and Responsibilities of the New Standing Committee

Themes

- Membership
- Professionalization
- Education and Learning
- Advocacy
- Leadership
- Accountability: Monitoring & Reporting



“Conducting regular membership consultations to capture demographic information and identify needs in order to tailor the programming to the needs of membership.”

MEMBERSHIP

- Understanding the current membership of CES and actively looking to engage other CES members who are underrepresented.
- Lead data collection and analysis in a consistent basis on the demographic and diversity of CES and tailor programming and services to the membership.
- Review membership opportunities and information to ensure it is accessible and inclusive.
- Identify and propose solutions to barriers that exist for members and prospective members.
- Help CES foster a safe and welcoming environment for current and potential members and Credentialed Evaluators (CEs) that reflects a wide range of diversity.
- Give attention to being inclusive and engaging rather than bureaucratic and limiting.
- Innovation to do things differently. Consider those who may have been excluded in the past and address barriers to membership and participation in CES.

SURVEY RANKINGS in Relation to Membership

Strategic Priority 2: Engage, Attract and Retain Members

1. **Ensure CES member services are inclusive, and offered equitably to all members**
2. **Support the CES Board in its efforts at active reconciliation with Indigenous Peoples, as defined by the Truth and Reconciliation Commission findings**
3. **Ensure CES policies are aligned with the principles of equity, diversity, inclusion and environmental sustainability**
4. **Foster diverse membership**
5. **Ensure the EDI&S principles are reflected in the development of an integrated communication strategy for CES.**
6. **Develop a policy on the collection and use of demographic information of membership.**
7. **Make sure member services take environmentally sustainable practices into consideration**
8. **Ensure the membership database accurately reflect the diversity of CES members**

OTHER SURVEY RESULTS IN RELATION TO MEMBERSHIP

Others Category (Not ranked):

- Include International members as a cohort along with Chapters
- Examine systemic inequities that have resulted in less diverse membership to understand blind spots
- Support Boards of CES and Chapters with current research, information and trends to support informed decision-making
- Connect CES members with communities of practice focused on EDI & S
- Support Board members and other leaders in reflective practice to recognize perspectives and work on inclusive decision-making

Strategic Priority 2:
Engage, Attract
and Retain
Members



“Develop and implement professionalization representative of diverse voices that can fit with anyone.

Many fields have “professionalism” requirements that exclude marginalized voices and culture (medicine, academic research methods and publication practices, professional uniforms, etc.)”

PROFESSIONALIZATION

- Ensure principles of EDI&S are reflected in another guiding principle of CES’ - professionalization of evaluation.
- EDI&S need to be embedded in evaluation competencies.
- Review the current state of professionalization and work collaboratively with the Credentialing Board and other entities that support the Professional Development Program/ CE designation to create a professionalization process that is inclusive, equitable and incorporates environmental sustainability.
- Work with external partners to develop guidelines about expected qualifications and steps to develop professional standards that are more inclusive and reflect principles of EDI&S
- Better understand what professionalization means in traditionally excluded communities who nevertheless practice professional evaluation.
- Monitor, assess and broaden the implementation of the Prior Learning Assessment Resource (PLAR) provision for CE applicants, to ensure it is having its desired effect on inclusion.



EDUCATION & LEARNING

- Members want guidance through Professional Learning, resources and tools.
- Supporting education and learning as it relates to EDI&S both internal to CES and with CES' external partners, stakeholders and affiliates.
 - **Internally:** collaborate with the Professional Learning Committee, e-Institute and Chapter PD committees to provide professional development resources to support the ongoing learning and education needs of CES members as they relate to EDI&S and providing guidance on incorporating principles of EDI&S into educational materials.
 - **Externally:** work with end-users of evaluation to incorporate environmental sustainability and EDI principles and practices in evaluation. Work with partners and affiliates, such as other VOPEs, the CJPE and CUEE to support the development of relevant, high quality resources in these areas.

“In both cases, ensuring inclusion of understanding and knowledge in these areas into professional development opportunities offered by CES is key and these committees can provide guidance and advice”

Strategic Priority 1:
Elevate the
Professionalization
of Evaluation

SURVEY RANKING ON Professionalization and Learning

1. Ensure CES **professional development opportunities that raise capacity and knowledge** about evaluation theory and practice are inclusive and equitable.
2. Ensure the **range of CES professional development opportunities and evaluation knowledge** are offered equitably.
3. Ensure the **range of CES professional development opportunities and evaluation knowledge** cater to the diverse needs.
4. Ensure **CES professional development opportunities cater to the needs of CES student and emerging evaluators** who need equitable treatment.
5. Ensure the **conference is inclusive of all members and adopts environmental sustainability practices**.
6. Ensure that **the Credentialed Evaluator designation is inclusive** of CES' diverse membership.
7. Work with the PLC Chair to **increase the capacity for sustainability-ready evaluation** within the evaluation community.

OTHER SURVEY RESULTS IN RELATION TO PROFESSIONALIZATION AND LEARNING

Others Category (Not Ranked):

- Embed into governance (including representation within CES and orientation of new members to EDI and TRC), policies and operations
- Ensure EDI is reflected in evaluation standards
- Better understand equity and inclusion issues and challenges related to professionalization
- Work to understand capacity of evaluation across the country to be accessible to at-risk populations.
- Include Emerging Evaluators.
- Link to academia.

Strategic Priority 1:
Elevate the
Professionalization
of Evaluation



ADVOCACY

- Advocate for the inclusion of the EDI&S principles in evaluation across the organization, with CES stakeholders, evaluation practitioners and commissioners of evaluation.
- Advocate for the inclusion of EDI&S principles in evaluation that may have not occurred in traditional or previous evaluation work.
- Advocate for accessible, inclusive events, training and resources for evaluators.
- Continue to advocate for the implementation of the Truth and Reconciliation Commission (TRC) and work towards active reconciliation as an organization.
- Advocacy could include developing new standards, ethics, etc.

“The committee could begin by examining the state of evaluation use in Canada and make some determinations on which sectors need more or less intentional effort to advocate within.

Within this process of prioritizing the efforts of CES, the committee could seek to better understand the unique needs of Evaluation Users that may have been neglected, ignored or dismissed by Evaluators in the past due to unjust and systemic oppressive conditions and mechanisms.”

SURVEY RANKING ON ADVOCACY

Strategic Priority 3:

Advocate for Evaluation
Among Evaluation Users

1. Support the transformation of evaluation practices through the **implementation and promotion of evaluation-specific reconciliation activities with Indigenous People.**
2. Work with Chapters, and Canadian and international stakeholders to **exchange knowledge and lessons learned regarding the incorporation of the principles of diversity, equity, inclusion and environmental sustainability into evaluation practices**
3. Collaborate with Canadian partners and stakeholder groups to **advance sustainability-ready evaluation theory and practice.**



“Two pronged:

- 1) Ensure CES, as an organization, reflect EDI and Environmental Sustainability – all entities; reflected in all our offerings.*
- 2) Support members to practice evaluation in a way that reflects EDI and environmental sustainability principles.”*

LEADERSHIP

- Modeling, guiding and implementing the adoption of practices, policies, and principles for EDI&S, as an organization.
- Developing a framework for EDI&S for CES and providing guidance for CES entities to ensure approaches reflect the desired EDI&S principles.
- Collaborating/ partnering with internal and external stakeholders to create an enabling environment for the EDI&S principles.
- Leadership on defining “what EDI&S is” and what embodies the principles of EDI&S, as an organization, as a member of CES and as a practitioner of evaluation.
- Leading discussions to understand connections and distinctions between EDI, ES and Reconciliation and intersectionality.
- Playing a key role in enacting the 2 guiding principles in the CES Strategic Plan on EDI and ES.



“...to develop, advocate and implement strategic initiatives within the influence of the CES leadership that are aligned with the main responsibilities of the committee.”

The main responsibilities would be defined and redefined in an emergent and collaborative process that is designed to be inclusive to the diverse members of CES utilizing the assets, networks and credibility of CES and its partners.”

ACCOUNTABILITY: MONITORING & REPORTING

- The new Standing Committee has a key role in enacting the 2 new guiding principles in the CES Strategic Plan on EDI & S.
- Setting standards for EDI&S for CES broadly and establishing how they apply to other CES National Board Committees, CES entities (e.g., the e-Institute and its offerings, Fellows, the PDP, CES chapters and membership) and CES affiliates (e.g., CESEF, CUEE, CJPE).
- Holding various CES entities and affiliates accountable for upholding the principles of EDI&S through monitoring, evaluation and oversight.
- Further developing and monitoring implementation of several competencies (including 3.7; 1.4; and 3.1).
- Monitoring and assessing the extent to which standards are upheld by various entities and reporting on the organization’s progress in advancing these principles on a regular basis.