

Calgary Declaration on the Future of Engineering Education

Engineering Deans Canada*
Adopted May 3, 2019

Change	We, the members of the Engineering Deans Canada*, believe that the roles engineers are called to play in society and the context of engineering practice are changing at an unprecedented rate.
Leadership	We believe that, whether it be due to the globalization of economy and trade, the complexities of humanity's urgent grand challenges, the accelerating pace at which technologies develop and are becoming inextricably-linked with our daily lives, or the growing public demands for technological accountability, engineers can and must assume a leadership role through their critical work – not only as practicing professional engineers, but also along the many career paths they choose to follow over their professional lives.
Engaged Citizens	We believe that to define the role of engineers simply as utilitarian problem solvers does not do justice to our profession's potential. Rather, engineers are uniquely qualified to play an important role in civil society to create opportunities that will ensure the prosperity of our communities, Canada and future generations. They must be educated to be engaged global citizens who see obstacles to prosperity and societal well-being as problems that are theirs to solve.
Evolving Curricula	We believe that, to prepare the next generation of engineering professionals, fundamental changes in education are required to ensure that graduates are equipped to adapt to a rapidly-changing scope of practice. Such changes must encompass not only the subject matter of professional programs, but also the manner in which teaching and learning occurs. We must ensure that students derive the most from their educational experience and are prepared to thrive in a world where the knowledge base and tools at their disposal continually evolve and expand.
Inclusivity and Diversity	We believe that Canadian engineering programs provide an educational backbone and valuable skillset that is highly applicable and important in today's technology-pervasive society. This education must be inclusive and accessible to everyone to ensure that the engineering profession benefits from diversity of thought and practice.
Adaptability and Resilience	We believe that the education provided to Canadian engineering students must adapt in a timely way to the changing requirements of our world. Hence, the needs of higher education and accreditation must co-evolve in a sustainable way, striving to achieve a balance in the depth and breadth of education required for engineering practice and to ensure that graduates are prepared to be resilient in the face of change.
Commitment	We believe that engineering professionals deliver a unique value to society, one that higher education institutions have an obligation to foster and provide. Therefore, we, the members of the Engineering Deans Canada*, commit to fulfilling this obligation and call on our partners to work with us to drive substantive change in engineering education for the benefit of our profession and broader society.

*Updated to reflect the name change of the organization