2020 MIND Call for Papers

The Minorities in Engineering Division (MIND) of the American Society for Engineering Education (ASEE) invites submissions for the 2020 ASEE Annual Conference. Representatives from academia, industry, nonprofits, and government are encouraged to submit abstracts for papers, special sessions, workshops, and works in progress based on, but not limited to, the topics below.

Abstracts must be submitted no later than the deadline printed on the ASEE website and authors must clearly indicate the paper type in the title of the submission.

Topics

The following topics are of particular interest to the Minorities in Engineering Division for the 2020 ASEE Annual Conference:

o Policy implications (i.e., Title IX, gender pay equity, sexual harassment, affirmative action) of research, outreach, and initiatives that focus on broadening participation of underrepresented ethnic groups in engineering,

o Innovative and theoretical concepts around exploring diversity, equity, inclusion, and social justice in engineering education,

o Integrating social justice into curricular and co-curricular activities by acknowledging the social and technical impact engineering education can have on our communities and that open possibilities for social justice movements to help shape engineering and engineering technology,

o Promoting inclusivity in the engineering classroom through social media (e.g., #LookLikeAnEngineer, #BlackMindsMatter #OutInSTEM), and

o New research and trends related to underrepresented groups (e.g. Women of Color, Latinos/Hispanics, LGBT*QQIA, etc.).

As always, MIND also welcomes the following:

o Black/African Americans, Latin(x), Indigenous/First Nations/Native American, Native Hawaiian/Native Alaskan/Pacific Islanders, LGBT, and persons with disabilities) in engineering,

o Examples of practitioners and researchers working in collaboration to advance the participation of underrepresented populations in engineering,

o Establishing metrics for studying non-cognitive factors and their impact on pursuit and persistence in engineering among underrepresented groups across the K-20 continuum (submissions that do not explicitly address underrepresented populations are better suited for the ASEE Pre-College Division),

o Attracting young minds through outreach and recruitment of underrepresented engineering   students, including underrepresented students in precollege settings,

o Innovative retention and development programs for undergraduate engineering students, including bridge and cohort programs,

o Innovative methods to engage underrepresented groups in engineering and engineering technology,

o Issues related to recruiting, building, and enabling diversity in undergraduate and graduate engineering education (calling special attention to partnerships between majority and minority serving institutions),

o Diversifying the term 'diversity' – embracing visible and invisible difference to create a more inclusive culture,

o Discussion or development of theory related to inclusive culture,

o Diversity, equity and inclusion as keys to innovation and competitive advantage,

o Diversity, equity and inclusion as keys to a well-prepared engineering workforce,

o Institutional considerations or approaches for creating an inclusive culture,

o Supporting students from traditionally underserved or uncounted groups including, but not limited to LGBTQ, low income / first generation, and persons with disabilities,

o Intersectional approaches to understanding or taking action on inclusion,

o Creating an inclusive classroom,

o Recruitment and development of underrepresented faculty and administrators (including issues related to effective mentoring, promotion & tenure, senior leadership), and other relevant MIND topics.

Paper Submissions

Manuscripts that further MIND and address topics related to underrepresented populations in engineering and engineering technology.

1. Evidence-Based Research (EBR): EBR submissions must describe completed analyses and discussion of results. Submissions are related to the topics listed above, complete with research questions, a framework, and a literature review that situate the results within the existing body of literature.
    i. Required Addition to Title: At the end of title, "(EBR)." For example: Social Media Activism and the Unconventional Assessment of Engineering Professional Skills (EBR).

        ii. Presentation Style: Papers accepted in this category will be assigned either as an oral presentation or as a poster session. Authors must specify if poster session is preferred.

2. Research Papers (Research): Research submissions are essential to growing MIND. These submissions are driven by the desire to expand knowledge regarding underrepresented populations in engineering and engineering technology education. Must include relevant prior work, methodology, and research results.
    i. Required Addition to Title: At the end of title, "(Research)." For example: Social Media Activism and the Unconventional Assessment of Engineering Professional Skills (Research).
    ii. Presentation Style: Papers accepted in this category will be assigned either as an oral presentation or as a poster session. Authors must specify if poster session is preferred.

3. Experience Reports (Experience): Experience reports are not research papers; their goal is to present experience, reflections, and share details of implementation and evaluation results of programs or curriculum. Strong experience reports discuss both benefits and drawbacks of the approaches used and clearly call out lessons learned.
    i. Required Addition to Title: At the end of title, "(Experience)." For example: Social Media Activism and the Unconventional Assessment of Engineering Professional Skills (Experience).
    ii. Presentation Style: Papers accepted in this category will be assigned either as an oral presentation or as a poster session. Authors must specify if poster session is preferred.

4. Work in Progress (Work In Progress): Work in progress submissions are in early stages and should describe an innovative study or program for which preliminary data and results are available.
    i. Required Addition to Title: At the end of title, "(Work in Progress)." For example: Social Media Activism and the Unconventional Assessment of Engineering Professional Skills (Work in Progress).
    ii. Presentation Style: Papers accepted in this category will be assigned either as an oral presentation or as a poster session. Authors must specify if poster session is preferred.

Special Sessions

Submissions are encouraged for sessions with non-traditional formats occurring during the regular conference program. Special Sessions should have explicitly stated goals and describe the format for the session in detail. Special Sessions can include, but are not limited to panels, distinguished lectures, and cross-division collaborations. Research papers are not required. Workshop proposals are not submitted through monolith. Please submit a special session proposal to ccarr21@gmu.edu that contains the following:

      o Background/Purpose

- o Goals/ Objectives
- o Qualifications of those planning/leading session
- o Anticipated outcomes

The MIND Programs Committee will review all special sessions.

Workshops

Workshop ideas submitted to MIND must provide attendees with an opportunity to gain hands-on experience in topics related to underrepresented populations in engineering and engineering technology. Workshop proposals are not submitted through monolith. Please submit a workshop description to ccarr21@gmu.edu that contains the following:

- o Background/Purpose
- o Goals/ Objectives
- o Qualifications of those planning/leading workshop
- o Anticipated outcomes

The MIND Program Committee will review all workshop proposals. Annual workshop presenters are responsible for convention costs associated with their workshop.

Other

If you have an idea that may be of interest to MIND, but does not fall into one of the above categories, please contact the 2019 Program Chair, Christopher Carr (ccarr21@gmu.edu) prior to submitting an abstract to determine best course of action.