

August 30, 2019

The **Engineering Leadership Development Division (LEAD)** of the ASEE seeks abstracts for papers, posters, panel sessions, and workshop proposals for the 2020 Annual Conference in Montreal, Quebec, Canada, June 20-24, 2020. Our division is interested in advancing our shared understanding of how to prepare engineering students to become leaders and realize their full potential in making positive contributions to society with their engineering education.

All abstracts must mention the specific topic area and submission type from the options below. Failure to do so could result in rejection of the submitted abstract.

Examples of abstract submission **topics areas** for our division include the following areas of interest that align with our division's four [strategic initiatives](#) areas:

1. **Inform:** Papers that document the need for and value of engineering leadership education in academia and practice. Topics could include impact of engineering leadership (EL) programs on career attainment, successes in institutional change, need for EL development, industry trends in EL development, etc.
2. **Design:** Papers that demonstrate evidence-based practices for designing, implementing, and sustaining engineering leadership programs. Topics could include approaches for obtaining necessary resources and facilities, effectiveness of evidence-based pedagogies in EL programs for different student populations, examples of curriculum, or faculty development models.
3. **Explore:** Papers that explore models of engineering leadership development, either from applying established theories from other leadership fields or based on workforce demands for leadership across disciplines and industries. Topics could include reviews of relevant literature, case studies, factors that predict EL development, or applicability of EL development frameworks to student populations.
4. **Assess:** Papers that assess the impact of curricular interventions, EL development models, or programs. Topics could include EL instrument development, evaluate impact of a particular curricular innovation, or follow students' longitudinal EL development.

The LEAD division accepts abstracts for any of the following **submission types**:

1. **Research papers** present new findings, situated in the context of prior research and existing models, related to one of the topics described above. Papers should include a review of relevant literature citations, a description of the research methodology, results, and implications of the work in furthering the above areas engineering leadership.
2. **Theory papers** provide reviews or meta-analyses related to one of the above topics. These papers must be situated in the context of previous literature to reveal relationships, patterns, or models relevant to EL or extend existing theories from other fields into EL.
3. **EL Practice papers** provide a description and analysis of one or more engineering leadership education practices as it applies to one of the topic areas above. These papers must relate the current work to relevant education theories and engineering education literature. Practice papers must also include some evidence of success as well as a description of the generalizability of the results.
4. **Work-in-Progress (WIP)** extended abstract papers addresses research, theory, or practice related projects that address one of the topics noted above but are not yet fully developed and/or are only supported by preliminary data. Work in progress papers are 3-5 page extended abstracts and should summarize the work completed to date based on the related full-paper submission type above.
5. **Posters, Panels, and Workshops** proposals are also accepted by the division. Please contact the program chairs to discuss potential opportunities and instructions for submission. *Limited slots for Panels and Workshops are available, so contact the program chair early!*

For all submissions, we welcome studies utilizing quantitative, qualitative, or mixed research methods. As appropriate, abstracts must include the pedagogical theory or approach being used; indicate the form that your outcome(s) will take as appropriate; and as applicable, methods of assessment should be made clear. We seek high levels of relevance with our division's interests and expect high standards of academic rigor, especially with papers we eventually publish. We encourage student papers.

Abstracts should be 250-500 words in length and will be peer-reviewed. The first sentence of the abstract should indicate which track your paper will align with. The abstract should also provide a clear statement of the paper's objective and relevance to our division, a summary of research methods and theoretical context (where relevant), examples of results, future recommendations, and practical implications. See the following [ASEE paper rubric](#) for important paper qualities.

All abstracts, revised drafts, and final papers will be handled electronically through the Monolith system at <https://www.asee.org>. All authors should read the [2020 ASEE Author's Kit](#).

Abstract submissions will be open on **September 3** and close on **October 14, 2019**. As our division's Program Co-Chairs, feel free to contact us at dnino@mit.edu or mvaughan@utep.edu with questions.

Best regards,
David and Meagan

David Niño, Ph.D.

Program Chair, ASEE LEAD
Senior Lecturer, Gordon-MIT Engineering
Leadership Program
Massachusetts Institute of Technology
dnino@mit.edu

Meagan R. Kendall, Ph.D.

Program Co-Chair, ASEE LEAD
Assistant Professor
Engineering Education & Leadership
The University of Texas at El Paso
mvaughan@utep.edu