

The Aerospace Division (AERO) of ASEE invites papers for the 2011 Annual Conference and Exposition. Engineers and scientists in academia and industry from across the world are encouraged to submit current papers on any relevant topic on aeronautical and aerospace engineering and technology education. Additional areas of interest include design and testing, joint NASA-university programs, innovative education methods, senior projects, design-build-test, sustainable design, and aeronautical/aerospace project competitions.

In order to present your work at the conference, an abstract and full paper must be submitted and accepted. Abstracts and papers will be blind peer reviewed and judged based on the level of innovation, technical merit, demonstrated outcomes, and relevance to advancing aeronautical and aerospace engineering and technology education as appropriate.

Questions regarding the abstract or paper submission can be directed to the AERO Program Chair, Dr. Raymond E. Thompson, Associate Dean and Professor; College of Aviation, Western Michigan University, 237 N. Helmer Road, Battle Creek, MI 49037. Phone 296-964-8020. Email Raymond.thompson@wmich.edu

The Biological and Agricultural Engineering Division seeks presentations for the 2011 ASEE Annual Conference (to be held in Vancouver, BC, Canada, from June 26-29, 2011) and invites submission of abstracts. We encourage abstracts and papers on any topic related to biological and agricultural engineering education, including educational theory and practice in biological, agricultural, food, natural resource, and/or biosystems engineering. Potential topics of interest include problem-based learning, laboratory exercises, cooperative learning, technology transfer, industrial collaborations, experiences for undergraduates, cooperative education and internships, engineering design, capstone projects, curricular design and development, textbooks and teaching methods, assessment methods, new educational topics, novel delivery methods, online and distance education, and other topics as appropriate.

This year the division is sponsoring four sessions:

- “Biology in Engineering Education”, co-sponsored with the Biomedical Division.
- “Advances and Innovations in Biological and Agricultural Engineering Education I”.
- “Advances and Innovations in Biological and Agricultural Engineering Education II”.
- Roundtable on BAE education, student recruiting, and retention. (This will be a forum for presenting works-in-progress that really have not yet grown into a full study or paper.)

Abstracts should be approximately 500 words in length and should provide a clear statement of the objective, its relevance to the biological and agricultural engineering community, assessment methods, results, and next steps. Authors of accepted abstracts will be invited to prepare a full paper for peer review and publication in the conference proceedings. Papers must demonstrate an appropriate level of scholarship.

Abstracts, draft papers, and final papers, if accepted, will be submitted via the ASEE online system. More information can be found at:

<http://www.asee.org/conferences/annual/2010/Call-for-Papers.cfm#cfp>.

All submissions will be peer-reviewed. Please check the ASEE web site or PRISM magazine for submission deadlines.

For more information, contact the program chair: Dr. Kurt Rosentrater, USDA-ARS, North Central Agricultural Research Laboratory, 2923 Medary Avenue, Brookings, SD 57006; Phone: (605) 693-5248; krosentr@ngirl.ars.usda.gov

The **Biomedical Engineering Division (BED)** of ASEE invites papers for the 2011 Annual Conference and Exposition in Vancouver, BC, Canada. Engineers in academia and industry from across the world are encouraged to submit papers on relevant topics focusing on biomedical engineering education.

The topics listed below are intended to serve as a guide for authors. However, authors are encouraged to submit papers on any relevant topic in biomedical engineering education for inclusion in the BED portion of the conference:

- Innovative pedagogies and use of technology in the classroom
- Integration of quantitative modeling/simulation into BME courses
- Biomedical engineering design, project management, technology transfer, and entrepreneurship
- Globalization and international programs
- Experiential learning / immersive experiences (clinical, research, industrial, and service)
- Opportunities and approaches for improving diversity in BME
- Professional development for faculty and/or graduate students
- Novel assessment methods for student learning and program evaluation/improvement

In order to present your work at the conference, ***an abstract and full paper must be submitted and accepted.*** Abstracts and papers will be judged based on the level of innovation, technical merit, demonstrated outcomes, and relevance to biomedical engineering, science, and technology education. Pure technical papers that have no educational component or ones describing courses that have not been taught will most likely not be accepted. Reports on completed or ongoing assessment are strongly encouraged. All abstracts and papers must be submitted electronically via ASEE's Monolith system. You may access submission and deadlines information via the following website: <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

Questions regarding the abstract or paper submission can be directed to the BED Program Chair, Dr. Timothy E. Allen, Department of Biomedical Engineering; Box 800759, Health System; University of Virginia; Charlottesville, VA 22908; teallen@virginia.edu; 434-982-6751.

The **Chemical Engineering Division** invites contributions for 1) topical sessions on all topics relevant to chemical engineering education, 2) panel sessions organized to address salient themes in chemical engineering education, 3) interactive workshops, and 4) distinguished lecture nominations.

TOPICAL SESSIONS:

Abstract submissions are welcomed; they should be approximately one page in length and provide a clear objective statement, its relevance to the chemical engineering community, any assessment methods used, and results. Topic areas include, but are not limited to, the following:

Curriculum (revisions / enhancement; nontraditional applications; innovative concentrations or experiences; incorporation of safety; ethics and the environment),
Courses (innovation in laboratory or classroom, including design; managing capstone courses; new required or elective courses),
Department / Faculty (ABET processes; program outcomes and assessment; contemporary faculty issues; mentoring new faculty; professional development), and
Students (advising and career development; nontraditional and underrepresented student populations; recruitment, outreach, and retention; undergraduate research).

PANEL SESSIONS:

Panels are being organized; self-nominations to participate are welcomed. Please email the chair with your full contact information and a 3 to 4 sentence summary of your experience / knowledge on the given subject. Self-nominated panel organizers are also encouraged to provide a list of confirmed panelists on the given topic. The currently identified topic areas are:

“Steal this course” for unit operations & safety courses

K-12 Outreach with a faculty perspectives panel and a teacher perspectives panel

Focus on new faculty – featuring chemical engineering’s new talent

Cross-disciplinary and multi-disciplinary educational efforts

Preparation and execution of chemical engineering courses related to healthcare, sustainability

Teaching non-engineers chemical engineering concepts

Retention strategies to increase undergraduate graduation rates

Featured research & education coordination efforts

INTERACTIVE WORKSHOP APPLICATIONS & DISTINGUISHED LECTURE NOMINATIONS:

Please email the chair to receive the necessary application form. The proposed workshop idea will require full contact information for all facilitators, a complete description of the topic, a list of equipment / resources requested, and a sample schedule for the workshop. Distinguished lecture nominations require a talk abstract, complete biographical sketch for the candidate, and a description of the riveting lecture of interest to the entire ASEE membership.

Deadline dates for the 2011 Annual Conference (Vancouver, BC):

- Sept 6 – Oct 8, 2010 Abstract Submission Process Open
- Sept 6 - Oct 15, 2010 Workshop Proposals & Distinguished Lecture Nominations Due
- Dec 6, 2010 – Jan 7, 2011 Draft Paper Submission Process Open
- Feb 26 - Mar 12, 2011 Final Paper Submission Process Open
- Apr 1, 2011 Author Registration Deadline
- **June 26 - 29, 2011 See you in Vancouver, BC!!!**

For more information, contact the program chair: Adrienne Minerick, Department of Chemical Engineering, Michigan Technological University, Houghton, MI 49931. Phone: 906-487-2796, Email: minerick@mtu.edu

More information about the Vancouver meeting, the new paper submission process via Monolith, deadlines, etc. can be found at:
<http://www.asee.org/conferences/annual/2011/index.cfm> or in the 2011 Call for Papers at:
<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>.

The **COLLEGE-INDUSTRY PARTNERSHIP (CIP) Division** invites papers and panels for the 2011 Annual Conference and Exposition. Engineers and scientists in academia and industry from across the world are encouraged to submit papers on any relevant topic on college-industry partnerships.

The CIP Division is Publish to Present. This means that in order to present your work at the conference, ***an abstract and full paper must be submitted and accepted***. Abstracts and papers will be judged based on the level of innovation, technical merit, demonstrated outcomes, and relevance to college-industry partnerships in engineering education. Pure technical papers that have no educational component or ones describing courses that have not been taught will most likely not be accepted. All abstracts and papers must be submitted electronically via ASEE's new Monolith system (info available at <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>). Access conference information and submit via the main ASEE website: <http://www.asee.org>.

While all papers that address College-Industry Partnerships in an engineering context are welcome, of particular interest are those that address one or more of the following broad themes:

- Experiential Learning Programs and Their Impact
- College Industry Partnerships in Global Experiences
- Diversity
- Community College Partnerships
- College-Industry Research Partnerships
- Transitioning from Academics to Industry (or vice versa)
- New Innovations for Career Services
- Stimulating Broader Industrial Participation in Undergraduate Programs
- Changing Professional Climates in Academic and Industrial Areas
- Innovative College Industry Partnerships for the Future

While many of the papers received are descriptive, we encourage those of you who have quantitative or qualitative research related to college-industry partnerships to submit your work for consideration.

Technical Sessions Proposal:

In addition to Publish to Present sessions, authors may submit Panel sessions. To submit a Panel session, authors/presenters/panelists are asked to provide white papers (extended abstracts) in no more than four pages consisting of two pages of session description, and two pages of bios to the CIPD Program Chair ***no later than September 25, 2010***. (Please check the appropriate field/column for submitting a Panel session through the new ASEE paper submission system.)

If you have questions or ideas, please contact Cindy Fry, ASEE CIPD Program Chair, Assistant Dean and Senior Lecturer, School of Engineering & Computer Science, Baylor University; phone 254-710-4874; e-mail: cindy_fry@baylor.edu

The **Computers in Education Division (CoED)** invites both Full and Work-in-Progress papers for the 2011 ASEE Annual Conference. CoED provides a broadly-based forum for exchanging ideas in all areas that involve computers and computational tools for education in engineering, technology, and computer science. Additionally, the division is well known for its diverse participation from all disciplines represented by ASEE. The CoED Program Committee encourages submission of papers in any such computer-related topic area, including but not limited to: mobile computing (iPad, iPhone, Tablet PC, etc.), instrumentation and laboratory systems, digital signal processing (DSP) educational tools, social networking (Facebook, LinkedIn, etc.), mobile robots, embedded computing (including microprocessor / microcontroller selection and applications), hardware descriptive language (HDL), software packages (including symbolic computing and equation solvers), simulation, animation, computer architecture, computing tools used in outreach programs, internet applications in the classroom and/or laboratory, and general computer-related educational innovations and/or impacts (including computer science pedagogy).

Papers can be submitted either as “Full papers” or as “Work-in-Progress papers.” The criterion for a Full paper is that it represents, at the time of draft paper submission, work that is either complete or for which actual results are available. Work-in-Progress papers are for reporting on work that is still in the process of study and/or implementation for which results will not be available by the time of draft paper submission; submissions in this category must have titles beginning with “Work-in-Progress”. Please note that CoED will not accept as a Full paper work that falls under the “Work-in-Progress” category. Outstanding Full papers will be considered for the division’s Best Paper award, and may also be considered for publication in the CoED peer-reviewed *Computers in Education Journal*. CoED is a “publish-to-present” division: to present at the conference, you must have your paper accepted by the conference peer reviewers. Persons interested in proposing a workshop on a topic related to CoED should contact the Program Chair for information. If you have any questions, please contact the 2011 CoED Program Chair, John K. Estell, at: j-estell@onu.edu.

The **Continuing Professional Development Division (CPDD)** invites you to submit abstracts on issues, innovative teaching methods, adult learning, pedagogy, learning modalities and ground-breaking programs and partnerships as they relate to continuing and distance education.

The following is a list of potential topics:

- Partnerships between community colleges and four-year universities
- Innovative engineering degree programs (progressive degrees, etc.)
- Multi-school partnerships to meet corporate needs
- Meeting the needs of the military and a mobile workforce

Striking the balance between corporate needs and academic integrity
Teaching via distance (student and faculty perspective)
Demographic challenges (meeting the needs of multiple generations)
The difference (if any) between good customer service and good teaching
Challenges and benefits of corporate on-site programs
Customer-centric program development (lessons learned)
Integrating instructional design/designers into existing programs
Effective use of multimedia in teaching
Successful multi-modality program delivery systems and strategies
International engineering education programs
The effect of globalization on higher education

For more information, contact the 2011 Continuing Professional Development Division Program Chair Keith Plemmons at The Citadel School of Engineering, 171 Moultrie Street, Charleston, SC 29409; (Office) 843-953-7677; e-mail: keith.plemmons@citadel.edu.

*Visit the ASEE website for more details regarding the "Call for Papers" submission process at: <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

The **Cooperative Education and Experiential Division (CEED)** invites submission of abstracts (and subsequently full papers) for the 2011 ASEE annual conference. Each abstract should be approximately 500 words long. Engineers or cooperative education and experiential professionals from either academia with a commitment of the university to experiential learning in its mission statement or industry should consider submitting papers that are relevant to cooperative education, internships, and work-integrated learning. Suggested topics include, but are not limited to socialization of engineering students in the workplace, preparing engineering students for work in the 21st century, benchmarking of co-op programs by universities and employers, developing international opportunities for co-op students, collaborative efforts between industry and academia, International co-op and internship programs, the federal government and co-op, co-op and experiential collaboration with engineering departments, co-op and its importance to ABET.

For more information, contact the program chair:

Maureen Barcic
Director, Cooperative Education
University of Pittsburgh/Swanson School of Engineering
152 Benedum Hall
Pittsburgh, Pa 15261
412-624-9882 phone
412-624-2827 fax
Paub2m@pitt.edu
www.engr.pitt.edu/coop

The **Design in Engineering Education Division (DEED)** invites abstracts for papers to be presented at the 2011 ASEE annual conference to be held June 26-29 in Vancouver, British Columbia,

Canada. Abstracts may be submitted on topics related to the role of design in engineering education. DEED seeks contributions on topics that include, but are not limited to, capstone design; design for industry/manufacturing; innovation in design education; design instruction (for new and/or experienced faculty); teams and teamwork in design education; design for community; interdisciplinary design; enhancing design education through technology; sustainable design; design for "X"; assessment of design activities; design methodology; and intellectual property/contractual arrangements for design projects.

Authors, including design educators from fields other than engineering, are strongly encouraged to submit work that could be useful to other design educators and to suggest strategies for transferability and/or implementation. Proposals for new session topics and session formats are also encouraged. Accepted final papers will be presented in either a technical or poster session, and will be published in the conference proceedings. Poster presentations can be requested or may be used to accommodate papers that do not fit into a session topic but are worthy of publication in the proceedings.

For more information, contact the 2011 DEED program chair: Marjan Eggermont, Mechanical & Manufacturing Engineering, Schulich School of Engineering, University of Calgary, 2500 University Dr. NW, Calgary, A B , C a n a d a T 2 N 1 N 4 ; P h : 1 . 4 0 3 . 2 1 0 . 9 8 8 8 ; e m a i l : meggermo@ucalgary.ca

The **Division of Experimentation and Laboratory-Oriented Studies (DELOS)** invites abstracts for papers for the 2011 ASEE annual conference. DELOS is a multidisciplinary division devoted to laboratory innovations for instruction and experimentation. Papers addressing, but not limited to, the following topics are requested: computer-assisted data acquisition; virtual and distance experiments; the use of the Internet in executing experiments and laboratories; unique, multidisciplinary laboratory experiments and programs; laboratory exercises or design projects that use systems such as the Lego® NTX, etc.; horizontal or vertical curricular integration of laboratory experiments and courses; and the pedagogy of laboratory courses.

Abstracts should be 500 words or less. Authors of accepted abstracts will be invited to submit full-length papers for peer review. Please see the 2011 Call for Papers (<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>) for the most up-to-date information regarding abstract and paper submission (including deadlines).

DELOS sponsors three (3) Best Paper Awards consisting of plaques and cash prizes. All papers submitted to the division will be considered for these awards. In addition, DELOS sponsors one (1) Best Poster Award.

For more information, contact DELOS-2011 Program Chair Ahmed Rubaai: (202) 806-6616; e-mail: arubaai@howard.edu; or DELOS-2011 Division Chair Lisa Huettel: (919) 660-5237; e-mail: lisa.huettel@duke.edu

The **Educational Research and Methods Division (ERM)** seeks paper and workshop proposals on topics related to ERM's primary objectives. These objectives include disseminating research results and knowledge on learning and teaching; encouraging efforts to improve instruction through development of innovative materials and techniques, sound instructional designs, and improved evaluation methodologies; and enhancing the status of teaching in the university and beyond. Authors are invited to submit research or practice papers that promote understanding of:

Engineering Epistemologies: what constitutes engineering thinking and knowledge within current and future social and economic contexts;

Engineering Learning Mechanisms: how engineering learners develop knowledge and competencies in context;

Engineering Learning Systems: how the instructional culture, institutional infrastructure, and epistemology of engineering educators impact learning;

Engineering Diversity and Inclusiveness: how diverse human talents contribute solutions to the social and global challenges and relevance of the profession; and

Engineering Assessment: use and development of assessment methods, instruments, and metrics to inform engineering education practice and learning.

Specific paper/workshop topics may include but are not limited to: active and cooperative learning, advanced classroom technologies, attracting and retaining a diverse population of students, evaluation and outcomes assessment, the design of learning environments and technologies, historical perspectives and lessons, integrated and non-traditional curricula, lifelong learning, new learning models and applications, research and the classroom, and teaching the art and science of teaching.

At the 2011 ASEE conference, all sessions will be "publish-to-present," meaning:

Acceptance of a peer-reviewed abstract will lead to an invitation to submit a full paper.

Acceptance of the final paper will depend on a successful peer review of the full paper.

Papers submitted to the ERM division should include relevant assessment information, as a rigorous peer review can be expected. Incomplete papers will not be accepted.

Only successfully peer-reviewed full papers will be considered for inclusion in a podium or poster presentation session.

Presentation of the paper at the Annual Conference is required for publication of the paper in the conference proceedings.

All abstracts, and ultimately full papers, must be submitted through ASEE's Monolith system.

Abstracts for Papers:

Abstracts should be no more than 500 words in length and follow the ASEE Abstract Format guidelines (see the **Author References** section of the 2011 ASEE Annual Conference & Exposition Call for Papers web page: <http://www.asee.org/conferences/annual/2011/Call-for->

Papers.cfm). The abstract should contain sufficient information to enable the ERM Vice Chair for Programs and peer reviewers to determine its suitability for presentation in the ERM Division. **The ERM Division uses a blind review process when reviewing its abstracts and papers.** Paper abstracts must be submitted through the Monolith system by the posted abstract submission deadline (**October 8, 2010**).

Your abstract should address the following:

Background and motivation;

What was done? (Methods used and why?);

Results (include some data and/or analysis; what was found?);

Conclusions and significance (including wider application); and

You should NOT include references in the abstract.

You should NOT include authors' names in the abstract.

Ultimately, should your abstract be accepted for the conference, you will be required to submit a full manuscript that will be evaluated using the criteria shown below. These criteria are intended to assist authors in crafting papers that will have the widest possible appeal to the ERM Division and be of lasting value to the engineering education community.

Manuscripts exhibiting strength in only a subset of these criteria may still be deemed acceptable based upon the nature and quality of the material. Manuscripts fulfilling only a few (to none) of the criteria will be deemed less desirable.

To what extent does the manuscript explore creative and original concepts?

How well conceived and organized is the manuscript?

How well does the manuscript advance discovery and understanding while promoting teaching, training, and learning?

How well does the manuscript present a significant research question that appeals to a broad group of people interested in engineering education?

How well does the manuscript present a research question that was investigated empirically?

In what ways does the manuscript build upon relevant references and bodies of knowledge?

In what ways does the manuscript describe appropriate educational or scientific principles?

Are appropriate methodologies used to answer/address the research question?

How well does the manuscript provide a coherent and explicit chain of reasoning?

To what extent can the results of the study be generalized to other educational settings or to new theory?

Special Session Proposals:

If you wish to organize a Special Session through the ERM Division, you must request a Special Session Proposal form and return it to the ERM Vice Chair for Programs no later than September 24, 2010. Special Session Proposal requests are NOT submitted through the Monolith system. Authors submitting individual abstracts that will be part of a Special Session should follow the guidelines outlined in the *Abstracts for Papers* section above.

Workshop Proposals:

If you wish to organize a Workshop and have it sponsored by the ERM Division, you must request a Workshop Proposal form and return it to the ERM Vice Chair for Programs no later than September 24, 2010. Workshop Proposal requests are NOT submitted through the Monolith system.

For more information, please contact:

Kay C Dee

ERM Vice Chair for Programs 2011
Department of Applied Biology and Biomedical Engineering
Rose-Hulman Institute of Technology
5500 Wabash Avenue, Terre Haute, IN 47803
812.877.8502; email: dee@rose-hulman.edu

The **Electrical and Computer Engineering Division** invites submission of abstracts in all areas of electrical and computer engineering education. Abstracts should be no more than one page in length and should contain a clear description of the objectives and motivation, relevant background, any assessment methods used, and results. Topics of interest include, but are not limited to:

- new teaching and learning strategies
- course and curriculum assessment and improvement
- laboratory development and innovation
- creative uses of technology in the classroom
- capstone/senior design and project-based curriculum
- undergraduate research and integration of research and education
- novel approaches and methods for addressing ABET engineering criteria
- teaching ECE to non-engineers and technological literacy as it relates to ECE
- globalization of engineering education
- service learning projects
- issues related to nontraditional and underrepresented students
- student recruitment, outreach, and retention

The ECE Division is also interested in organizing a session that continues the discussion initiated at the Future of Computing Education Summit in June 2010 (see www.acm.org/education/future-of-computing-education-summit for more information). Papers are solicited that address the challenges caused by the decline in enrollment and diversity in computer-related fields and the resultant inability to meet industry's needs for entry-level employees who are skilled in computing.

Abstracts must be submitted electronically at www.asee.org/conferences/annual/2011/Call-for-Papers.cfm. Authors of accepted abstracts will have the opportunity to submit a full paper, which will be peer-reviewed for possible inclusion in the conference proceedings. Papers must be submitted and accepted for presentation in order to be presented at the conference.

Proposals for special paper sessions or panel discussion should be submitted to Agnieszka Miguel, ECE Division Program Chair, at amiguel@seattleu.edu. Proposals for workshop topics and presenters should be directed to Dennis Silage at: silage@temple.edu.

The ENGINEERING ECONOMY DIVISION (EED) of the American Society for Engineering Education is seeking papers for presentation at the 2011 annual conference and publication in the conference proceedings. The conference will be held in Vancouver, BC, Canada, June 26-29, 2011.

Relevant submissions are welcome from all engineering disciplines. Topics of interest to EED include, but are not limited to, the items listed below:

- Innovative teaching methods for engineering economy
- Future directions in teaching engineering economy
- Case studies for the classroom
- Integrating engineering economy research into the classroom
- International aspects of engineering economy

Abstract submission will be open September 6 through October 8, 2010. The Author's Kit with deadlines and instructions will be available via the ASEE website. Authors of accepted abstracts will be invited to submit full-length papers for peer review and inclusion in the conference proceedings, and all accepted papers will be considered for the division's \$1000 Best Paper award.

For more information, contact the EED program chair, Christopher Jablonowski at cjablonowski@mail.utexas.edu

The **Engineering Ethics Division** invites abstracts for papers for the 2011 ASEE Annual Conference in Vancouver.

Possible areas of study include:

- Ethics and diversity
- Ethics in a global economy
- Ethics and local cultures impacted by engineering projects
- Ethics of emerging technologies
- Faculty development in engineering ethics
- Ethics and sustainability
- Academic integrity
- Using case studies to teach engineering ethics
- Teaching engineering ethics in the classroom
- How to teach engineering ethics to millennial students
- Engineering ethics as a discipline
- Ethical aspects of service learning

Ethics and industry
Ethics and social justice
Ethics and the law
International issues in engineering ethics
Empirical research of engineering ethics

For more information about the submittal process, please see the following call for papers statement www.asee.org/conferences/annual/2011/Call-for-Papers.cfm

For more information concerning topics, contact the program chair: William Jordan, Baylor University, One Bear Place #97356, Waco, TX 76798-7356; phone: (254)710-4192; email: bill_jordan@baylor.edu

The **Engineering Libraries Division (ELD)** seeks papers for the 2011 Annual Conference and Exposition to be held in Vancouver, Canada, June 26-29. Topics should be related to innovations in the presentation and delivery of information resources and services for engineering constituents, and may include professional issues related to engineering librarianship; the integration of information proficiencies with the engineering curricula; new technologies for enhancing access to engineering resources and providing information services; emerging services such as research data curation; evolving models of engineering publishing and scholarly communication; marketing and outreach; collection development and management of print and digital resources; and instruction, engagement and reference programs and services.

For more information, contact the ELD program chair: Michael J. White, Queen's University, Engineering & Science Library, Kingston, Ontario, Canada, K7L 5C4; (613) 533-6785; fax: (613) 533-2584; e-mail: michael.white@queensu.ca.

The **Engineering Management Division (EMD)** of ASEE seeks papers for presentation at the 2011 ASEE Annual Conference and Exposition in Vancouver, British Columbia, June 26-29, 2011. While session themes will depend upon the papers submitted, papers about any area of engineering management education will be considered. EMD is a publish-to-present division. Both abstracts and papers must be accepted to present. Suggested topics:
Changes in Engineering Management for global business environment
International collaboration in Engineering Management education and applications
Engineering Management education to reflect increasing global supply chain operations
Success stories involving engineering management education including development of graduate programs, courses or innovative teaching practices
Systems and Systems Engineering education in Engineering Management
The state-of-the-art in educational technology, asynchronous learning networks, distance education and other emerging areas with application to engineering management education
Approaches to outcome assessment and program/course effectiveness

Workplace applications of engineering management skills and concepts with educational implications

Emerging topics in Engineering Management education

All abstract and paper submissions will be handled electronically through a new paper submission system called Monolith. Details will be forthcoming. You may see the ASEE Call for Papers at <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>. This link will contain updated news regarding the use of Monolith. Abstract submissions will be open between September 6 and October 8, 2010.

For more information, please contact the Engineering Management Division program chair, Neal Lewis, at lewisn@bridgeport.edu or 203-576-4569.

The ASEE-**Engineering and Public Policy Division (EPPD)** invites papers for the 2011 annual conference, to be held in Vancouver, B.C., June 26-29, 2011. The mission of the EPPD is to promote public policy curricula in engineering education through the development of courses, modules, programs, and case studies. This includes teaching subjects such as public policy per se, how policy affects the practice of engineering and vice versa, and how teaching students about public policy affects their careers. Further, the EPPD is concerned with policy issues affecting engineering education in general. Papers on all topics germane to this mission will be considered. Papers describing the experiences and roles of engineers within the public policy creation arena are especially encouraged.

The EPPD is a publish-to-present division:

- Acceptance of a peer-reviewed abstract leads to the invitation to submit a full paper
- Acceptance of the final paper will depend on a successful peer review of the full paper
- Only full papers will be considered for presentation
- A presentation of the paper at the annual conference is required for publication
- All abstracts, and ultimately full papers, must be submitted through ASEE's Monolith system.

Details on the paper submission process can be found at <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

For more information, please contact the EPPD vice chair for the 2011 Conference Program, John Reisel (reisel@uwm.edu), 414-229-4671.

The **Engineering Research Council (ERC)** invites papers and panels for the 2011 Annual Conference and Exposition. Engineers and scientists in academia, funding agencies and industry from across the world are encouraged to submit papers on any relevant topic on engineering research. Our intent is to organize sessions that are of interest to engineering faculty to develop and conduct their research programs.

Participation can be in the form of paper presentations and panel discussion.

All papers/presentations that address engineering research are welcome.
The following themes are examples of particular interest.

- Funding sources and opportunities for research from government agencies and industry
- College-industry, college-agency, and college-industrial-agency partnerships
- Research opportunities and challenges in a global environment
- Experience in organizing and conducting multi-disciplinary research
- Export control, compliance and culture issues in international research
- Grant writing experience - how to write a winning proposal
- Large center research experience
- Engineering faculty as entrepreneurs
- Success in incorporating research into curriculum
- Contracts and grants agreement
- Technology transfer and licensing
- Research in engineering education
- Engineering research and the environment
- Ethics and law in engineering research
- Faculty development
- Graduate student recruitment and retention
- Diversity in engineering research
- Role of research in engineering faculty development and growth

For additional information, please contact: Ralph Zee, Auburn University; Email: zeeralp@auburn.edu; Phone: (334) 844-2301, Cell: (334) 740-2301.

The **ENGINEERING TECHNOLOGY DIVISION (ETD)** and the **Engineering Technology Council (ETC)** are seeking papers on educational activities in all engineering technology disciplines for the 2011 ASEE annual conference. You should consider recommendations for workshops and sessions in addition to abstracts for your planned publications. Abstracts for the conference must be submitted via ASEE's web-based conference abstract/paper submission system, Monolith, <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm> The authors will be able to go there to retrieve updates and any information regarding Monolith and deadlines.

Please note that ETD is a publish-to-present division. Acceptance of abstracts in the division does not ensure publication in the conference proceedings or presentation at the conference. A final, peer-reviewed paper, based on the abstract, must be approved before it can be included in the proceedings and before it can be presented at the conference.

ETD will also be running an invited speaker program for this year's conference. Those interested in being considered for invited speaker recognition should submit their full paper in Monolith instead of just an abstract by the abstract due date and also send an e-mail request

to the ETD program chair informing him of your request. Those papers submitted at that time will receive a detailed peer review on an accelerated basis prior to the deadline for regular paper submission. As a result of the review, the paper will either be accepted for invited speaker status or referred to the standard review process for the conference. If the paper is recognized at this level, the author will serve as a keynote speaker for a session developed around his or her topic.

Abstracts can be submitted from **SEPT 6 – OCT 8, 2010**. Abstracts should be between 300 and 500 words and must be relevant to Engineering Technology Education. We are hoping to have a great turnout for the 2011 ASEE Annual Conference being held in Vancouver, BC, Canada, June 26-29, 2011. As your Program Chair, I am there to help in any way that I can. If you are doing any type of research, or want to present some of your best practices to an audience that includes not only ETD members, but faculty and administrators from all the ASEE divisions, this is your opportunity.

For further information, please contact:

Professor Omer Farook, Program Chair ASEE 2011 - ETD,
Department of Engineering Technology
2200 169th Street
Hammond IN 46323
Purdue University Calumet
219 989 - 2639
219 989 – 2471 (Department Office)
ofarook@calumet.purdue.edu



The **ENTREPRENEURSHIP (ENT) DIVISION** seeks abstracts of papers for the 2011 ASEE Annual Conference to be held in Vancouver, B.C. (June 26 - 29, 2011). The ENT Division is Publish to Present. This means that all abstracts are assigned to reviewers and are either accepted or rejected. If an abstract is accepted, the author is invited to submit a full draft paper. Draft papers are also reviewed and are either accepted, rejected or edits requested. Only accepted full papers with paid conference paper fee of \$75 will be assigned to a technical session. At least one author must attend the conference and present the paper.

All papers that address entrepreneurship or innovation in an engineering context are welcome. Papers that address one or more of the following broad themes are of particular interest:

Student Learning

Living-learning entrepreneurship
Energy, Environment and Entrepreneurship
Engineering entrepreneurship and K-12 education
Engineering education and the entrepreneurial mind
Student-driven entrepreneurship
Entrepreneurial internships and co-op experiences
Developing innovation-related skills
Other

Global
Engineering entrepreneurship in developing economies (U.S. or world-wide)
Using entrepreneurship to power social outreach and service learning
Other

Faculty and Program
Training faculty to teach entrepreneurial engineers
Cross campus collaboration
Integrating engineering and business curricula through entrepreneurship or innovation
Assessment of entrepreneurship courses/curricula/programs
Examples of success; STTR/SBIR funding for research commercialization
Ethics and entrepreneurship
How to develop entrepreneurial skills, such as perseverance, tolerance for ambiguity, self-efficacy
Other

We are also very interested in hearing about:

Programs with significantly different or unique features that have demonstrable results
Programs that are new and that have not previously shared results or designs
Interesting ways entrepreneurship or innovation are being integrated into core engineering courses in the various majors (Mechanical, Civil, Electrical, etc.)

While many ENT papers are descriptive, we strongly encourage abstracts and papers that include quantitative or qualitative research related to entrepreneurship education.

If you have questions or ideas, please contact Liz Kisenwether, ASEE ENT program chair, Assistant Professor of Engineering Design, Penn State University; phone 814-863-1531; e-mail exk13@psu.edu

The **Environmental Engineering Division** of ASEE invites papers for the Annual Meeting to be held in Vancouver Canada on June 26-29, 2010. The Division will offer sessions on:

Innovative pedagogical methods (service-learning, problem-based, undergraduate research, international programs, industry-based capstone design, etc.) to teach environmental engineering;

Innovative uses of emerging technologies (web-enabled learning, wireless and tablet PC instruction, games, etc.) to teach environmental engineering;

Innovative use of co-curricular activities related to environmental engineering education e.g. EWB, EWH, WERC, Solar Scholars, etc.

Incorporating sustainability (environment, economics, society) across the curriculum for engineers and non-engineers;

Incorporating environmental justice into engineering education;

Recruitment and diversity issues affecting environmental engineering education; and

Accreditation and assessment issues affecting environmental engineering programs. We are particularly interested in papers/panels on becoming an environmental engineering PEV for ABET, applying the new BOK criteria to undergraduate environmental engineering curricula, graduate environmental engineering program accreditation under the new ABET rules, etc.

Abstracts should be approximately 500 words in length and should provide a clear statement of the objective, relevance to the environmental engineering education community, assessment methods, and results. Please indicate if you are interested in presenting a paper, poster, or being part of a panel.

Authors of accepted abstracts will be invited to prepare a full paper for peer review for publication in the conference proceedings. Papers will be expected to demonstrate an appropriate level of scholarship including the use of assessment techniques as applicable. With the exception of invited panels, the Environmental Engineering Division requires that a paper be accepted for publication in the conference proceedings if it is to be presented at the annual conference. **If interested in organizing a panel on a topic listed above, contact jonessa@lafayette.edu.**

The Early Career Award, Best Paper, and Student Paper Awards are selected based on accepted papers. **Send an email to jonessa@lafayette.edu if you are interested in the Early Career Award or the Student Paper Awards.** Early Career Awardees must be tenure-track & not tenured by August 2010, and the first author of the paper. Students may be undergraduate or graduate students and should be the first author.

Questions may be addressed to the Environmental Engineering Division Program Chair:

Sharon A. Jones, Ph.D., P.E

Professor of Civil and Environmental Engineering

Lafayette College

308A AEC

Easton, PA 18042

email: jonessa@lafayette.edu

Phone: 610-330-5410

The **First-Year Programs Division (FPD)** seeks papers to be presented either orally or in poster form relating to educational activities associated with first-year engineering students, including transfer students. Topics considered include: innovative approaches to first-year education, insights into teaming, group work, and team/member assessment; creative problem-solving courses or teaching activities; project-based and hands-on courses or teaching activities; instructional use of computers or software; integrating design into the first year; integrated curricula for the first year; advising, student services, and orientation programs; retention strategies and programs; pre-college programs and experiences; linkages with K-12 and 2-year/junior college.

Due to the competitiveness of publication in FPD, the quality of abstracts is important. Minimum requirements are blind abstracts up to one full page of text. **So reviewers may gain a better understanding of work submitted, suggested items to incorporate include: the pedagogical theory/approach used, the form of outcome(s), methods of assessment, and a second page for a graph, image, or limited references.** As each author's potential for contribution to ASEE through the FPD is unique, all of these suggestions do not have to be met.

Blind peer review occurs for both abstracts and papers. Do not include the names of institutions or authors anywhere in the abstract or draft paper. Submission is via the new ASEE Monolith system in accordance with published ASEE deadlines. Refer to the Author's Kit for current format guidelines (See: <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>). Abstract acceptance does not guarantee paper acceptance. Final papers must be written following the ASEE formatting requirements and accepted in order for the work to be published and presented at the 2011 ASEE Annual Conference in Vancouver, British Columbia, Canada.

For more information, contact: Dr. Rick Freuler, The Ohio State University, Engineering Education Innovation Center, 244 Hitchcock Hall, 2070 Neil Avenue, Columbus, OH 43210; phone: 614.688.0499; email: freuler.1@osu.edu.

The ASEE **GRADUATE STUDIES DIVISION (GSD)** is seeking papers for the 2011 ASEE annual conference. Papers should address problems and issues related to improving graduate engineering education. Topics of interest include, but are not limited to; graduate student needs and experiences; graduate programs for engineering professionals; comparative studies between the US graduate education and other countries; graduate student recruitment; enabling diversity in engineering graduate education; mentioning graduate students; innovative graduate programs and methods; best practices for rewarding scholarly work on engineering practice in development, leadership, and innovation;

integration of undergraduate and graduate education and research; and new trends in engineering graduate education.

Authors should submit an abstract of about 400 words. Details for abstract submission system can be found on the ASEE Web site. Authors of accepted abstracts will be invited to prepare a draft paper for peer review for publication in the conference proceedings. All papers to be presented must be accepted for publication (publish-to-present). The Graduate Studies Division sponsors a Best Paper Award. The Graduate Studies Division also sponsors a Best Student Paper Award for a submitted paper whose primary author is a graduate student.

For more information, please contact program chair Mohammad Noori, California Polytechnic State University, College of Engineering, mnoori@calpoly.edu.

The **INFORMATION SYSTEMS DIVISION** (ISD) invites abstracts and subsequent papers for the 2011 ASEE Annual Conference being held in Vancouver, BC, Canada, June 26-29, 2011. ISD is a multidisciplinary group with common interests in education in computing and information technology, applied digital information engineering, technology, systems, and technology management.

The ISD division encourages educators from any discipline to submit relevant abstracts for the 2011 ASEE Annual Conference. Topics of interest to ISD include, but are not limited to, the following areas:

- Innovation in Computing Systems and Education
- Cloud Computing and Virtualization Technologies
- Information Assurance and Security
- Local and Global Privacy and Security Standards
- Infrastructure for Remote Education
- Remote Access Laboratories
- Novel Uses of Information Technology for Instruction
- K-12 to College Computing Curricula
- Assessment Approaches for the Computing Curricula
- Computer Science and Information Technology Education
- Undergraduate Research Involving Information and Computing
- Capstone Experiences in Information and Computing Curricula
- Human Computer Interaction and Visualization
- Wired and Wireless Networking
- Robotic Networking
- Web Services and Internet Computing
- Mobile and Ubiquitous Computing
- Parallel, Distributed, and Mobile Databases
- Fault Tolerance in Computing Systems
- Cyberinfrastructure Systems

Embedded Systems
Real-Time Systems
Cluster Computing
Parallel Computing
Multicore Computing
Data Engineering
Artificial Intelligence
Multi-tier and Enterprise Processing
Enterprise Systems Architecture/Administration
Women in Computing
Operating Systems for Parallel and Distributed Systems

Authors of accepted abstracts will be invited to prepare a full paper for peer review for publication in the conference proceedings. Abstracts must be submitted via Monolith on the ASEE Conferences Website. The ISD has a Publish-to-Present policy which states that a paper must be both submitted and accepted for publication in order to present at the annual conference. Papers that are accepted by the ISD division are automatically eligible for the award of the Division's Best Paper.

Abstracts will be accepted through the Monolith system until October 8, 2011. For more information regarding Monolith and deadlines please check the following website:
<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>.

Questions may be addressed to the 2011 ISD Division program chair:

Afsaneh Minaie
Professor
Computer Science & Engineering Department
Utah Valley University
800 W. University Parkway
Orem, UT, 84058
Phone: 801-863-6391
Email: minaieaf@uvu.edu .

The **K-12 AND PRE-COLLEGE ENGINEERING DIVISION** seeks papers for the 2011 ASEE Annual Conference. This division provides a forum where the research, development, implementation and dissemination of K-12 engineering and/or technology education initiatives, curriculum, instruction and ideas are shared and discussed. We invite papers related to all aspects of K-12 engineering and technology education efforts including: (a) studies of innovative curriculum, pedagogical methods, and teacher preparation and professional development; (b) appropriately assessed and/or evaluated, effective outreach and education efforts, particularly those efforts contributing to greater diversity and access to

engineering and/or awareness among key stakeholders such as teachers, principals, guidance counselors, parents and policy-makers; and (c) models for establishing, maintaining, and measuring the impacts of partnerships between universities, primary and secondary schools, industry and/or informal educational settings. Three special sessions planned for 2011 include: Best Practices Panel of University-K-12 Partnerships, Best Practices Panel in Participant Outcomes Assessment, and a Novel Curriculum Exchange.

Papers should report the results of research or systematically collected outcomes assessment. Papers authored collaboratively between engineering and technology education faculty, industry, outreach partners, and K-12 teachers are encouraged. Additional information about review criteria and the special sessions will be sent through the division member list-serve and will be posted along with answers to frequently asked questions on the K-12 division website (<http://k12division.asee.org/>). Updated information about submission processes and deadlines can be obtained at: <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

For more information, please contact the Division's Program Chair, Susan Walden, University of Oklahoma; (405) 325-7407; susan.e.walden-1@ou.edu.

Liberal Education Division

The **Liberal Education Division (LED)** invites abstracts for papers, panel discussions, and innovative session formats at the 2011 ASEE Annual Conference in Vancouver, British Columbia. LED is concerned with the roles of the humanities, social sciences, and communication in engineering education. LED members help students develop the ability to communicate effectively, critically analyze and fulfill ethical and professional responsibilities, and situate engineering in larger social, political, and cultural contexts. We are particularly interested in proposals in the following thematic areas:

Developing new approaches to integrate liberal education into engineering curricula

Critically assessing the role of liberal education in engineering

Assessing the role of liberal education in a global technological society

Defining ethical and societal implications of emerging technologies

Teaching research ethics to graduate students

Understanding historical perspectives of engineering education

Determining what liberal education skills industry expects of engineering graduates

Addressing weaknesses in engineering communication such as "Death by PowerPoint"

Improving public understanding of science and technology

All paper submissions are publish-to-present. Submissions may include research reports, class room applications, exploratory topics, and works in progress. The recommended paper length is 2-20 pages in ASEE Conference proceedings format. All abstracts must be submitted via ASEE Monolith no later than October 8, 2010.

For more information, visit www.asee.org/conferences/annual/2011/Call-for-Papers.cfm. If you have questions, please contact the program chair: Michael Alley, Associate Professor of Engineering Communication. e-mail: MAAlley@enr.psu.edu

The **ASEE Manufacturing Division** invites **abstract submissions as well as session proposals (mini-plenary sessions, panel sessions including multiple paper presentations with a common theme, interactive work-shops)** for the 2011 ASEE annual conference. Papers and presentations related to manufacturing education, practice and assessment in all areas of manufacturing, with particular attention to new and emerging topics of manufacturing education will be considered. **Submissions must include content related to educational issues and are due on October 8, 2010.** Suggested topics include, but are not limited to:

Product engineering (may include process and tool engineering) in manufacturing programs;

Entrepreneurship and engineering innovation;

Inclusion of innovative technologies (nano- and micro-manufacturing, electronics manufacturing, automation and robotics, reverse engineering, rapid prototyping and manufacturing, bio-related subjects, etc.) into manufacturing education;

Industry-based projects and capstone experiences;

Service learning in manufacturing education

K-12 outreach and recruitment to manufacturing programs;

Manufacturing education curriculum and body of knowledge;

Integration of concurrent issues (globalization, green/sustainable development and manufacturing, energy/fuel manufacturing, virtual development and simulation, etc.) into manufacturing education;

Educational technologies applicable to manufacturing education including distance education, web-based learning, virtual and remote laboratories;

Integration of research into manufacturing curriculum;

and

Pedagogical issues in manufacturing education

The Manufacturing Division is a publish-to-present division which selects an overall best division presentation and overall best division paper.

Questions may be directed to the 2010-2011 Manufacturing Division Program Chair: Sean Falkowski, University of Dayton, Manufacturing Engineering Technology, 300 College Park, Dayton, OH, 45469; Phone US +1 937-229-2960; e-mail: falkowski@udayton.edu

For additional information including deadlines and guidelines, please refer to: <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

THE MATERIALS DIVISION is soliciting papers describing innovations in materials science and engineering education. Creativity in the educational materials and the learning experiences provided to students, as well as the assessment of these activities, are hallmarks of our papers. Papers focusing on one of the following areas are especially requested:

- Design in Materials Education: Approaches to integrating design into the materials science education particularly through capstone courses, project based learning, or other approaches.
- Curriculum Implementation of Emerging Materials: Integration of materials for sustainability, biomaterials, nanomaterials, and other innovative materials into laboratories and courses in undergraduate programs.
- Materials Characterization Curriculum: New approaches to incorporating materials characterization into materials science education at all levels.
- Innovative Collaborations in Materials Education: Partnerships focused on materials science education including innovative collaborations, joint degrees, interdisciplinary study, certificate programs, partnerships between community colleges and four year schools, and international collaborations.
- Best Practices for Introduction to Materials Courses: New ideas for teaching introductory materials science lecture and/ or lab courses.
- Professional Development and Outreach: Initiatives to provide students professional development in materials engineering and/or materials research. Outreach to recruit K-12 students and nontraditional students into the materials field.
- Hands on Materials Education: Unique labs or other hands on demonstrations for materials engineering.

Papers will be accepted on a publish-to-present basis. Proposals for workshops or panel discussions will also be considered. Abstracts must be submitted through Monolith by October 8. Authors who do not submit an acceptable paper for publication in the 2011 Conference Proceedings will not be scheduled to present.

For further information, contact Barry Dupen, Program Chair, dupenb@ipfw.edu, or Trevor Harding, Division Chair, tharding@calpoly.edu.

The **MECHANICAL ENGINEERING DIVISION** seeks papers in all areas of mechanical engineering education. Papers are invited that involve the following topics: innovative teaching and learning strategies; course and curriculum assessment and improvement and ABET strategies; laboratory courses (including experiments) and hands-on projects; capstone design programs and design throughout the curriculum; integrating research and education; integrating mathematics into the mechanical engineering curriculum; faculty career management; and industry involvement in academia, outreach programs, national competitions and other trends in mechanical engineering education. Papers involving the integration of the humanities, the fine arts, the social-behavioral sciences, the physical

sciences, electrical engineering, materials engineering and other topics in mechanical engineering courses and curricula are also appropriate. Other areas of interest include, but are not limited to, educational aspects of thermal/fluids and energy systems, mechanical systems, smart materials and structures, MEMS, mechatronics, nano- and bio-mechanical systems, computers and information technology and sustainable design. Papers will be peer-reviewed, and all papers to be presented must be accepted for publication (publish-to-present) in the conference proceedings. The Mechanical Engineering Division sponsors a Best Paper award consisting of a plaque and cash prize. The ME division also issues official certificates in recognition of papers nominated for the Best Paper award. Questions may be directed to the 2011 ME Division Program Chair: Hakan Gurocak, School of Engineering and Computer Science, Washington State University Vancouver, 14204 NE Salmon Creek Ave., Vancouver, WA 98686; Phone: (360) 546-9637; e-mail: hgurocak@vancouver.wsu.edu, 2011 ME Division Chair: Wayne E. Whiteman, Woodruff School of Mechanical Engineering, Georgia Institute of Technology, 801 Ferst Drive NW, Atlanta, GA 30332; Phone: (404) 894-3204; e-mail: wayne.whiteman@me.gatech.edu. Submission deadlines will be announced via the ASEE website.

The **Mechanics Division** of ASEE is soliciting papers for the 2011 Annual Conference that will be held in Vancouver, British Columbia, Canada from June 26-29, 2011. Areas of interest include mechanics education, practice and assessment in all areas of engineering mechanics instruction from introductory courses in statics, dynamics and strength of materials to advanced-level topics such as finite elements, fracture mechanics, vibrations, and acoustics. Suggested topics include, but are not limited to:

- projects, laboratories, experiments or demonstrations;
- innovative teaching methods or practices;
- assessment of teaching and learning in mechanics;
- horizontal or vertical curricular integration of mechanics;
- integrating emerging topics in core mechanics courses.

Abstracts should be approximately 500 words in length and provide a clear statement of the objective, relevance to mechanics education, assessment methods and results. Authors of accepted abstracts will be required to prepare a full paper for peer review prior to publication in the conference proceedings. To be successful a paper must demonstrate an appropriate level of scholarship.

As with all ASEE divisions, the Mechanics Division has a publish-to-present policy: with the exception of invited panels, the Mechanics Division requires that a paper be accepted for publication in the conference proceedings if the work is to be presented at the annual conference.

In addition, session space and interest permitting, we will have a third annual session of "useful teaching techniques", which will include the presentation by mechanics instructors of some of the toys and demos that they use to illustrate concepts and energize their classes. It is anticipated that a multi-author paper will result from this session. If you are interested in participating in this session, please send an e-mail to the Division Program Chair, at least two weeks prior to the conference abstract deadline, that states your interest and includes a brief description of your demo.

Submission deadlines will be announced via the ASEE website at:
<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>

Questions may be directed to the 2010-2011 Mechanics Division Program Chair:
Jon-Michael Hardin
Department of Mechanical Engineering
Virginia Military Institute
Lexington, VA 24450

E-mail: hardinj@vmi.edu
Phone: (540) 464-7308 or (540) 460-4874

The **Minorities in Engineering Division (MIND)** seeks papers for the 2011 ASEE Annual Conference from academia and industry. The following topics are of particular interest:

Examples of practitioners and researchers working in collaboration to advance minorities in engineering;
New research and trends related to underrepresented minorities in engineering;
Attracting young MINDS - outreach and recruitment of minority engineering students (including K-12);
Innovative retention and development programs for undergraduate minority engineering students (including bridge programs);
Innovative methods to teach engineering to underrepresented minority groups;
Issues in recruiting, building and enabling diversity in engineering graduate education;
Recruitment and development for minority faculty and administrators (including mentoring, promotion and tenure);
Benefits of participating in federally-funded scholarship/fellowship programs that target underrepresented groups.

Abstracts should be limited to 500 words. At the top of your abstract, please indicate which topic/session you feel your paper will fit best. MIND will make every effort to place it in the correct session.

Proposals for new SESSION TOPICS, WORKSHOPS, and/or PANELS are also encouraged. Please submit your new proposals through MONOLITH and be sure to preface the title with "NEW SESSION TOPIC", "WORKSHOP", or "PANEL".

MIND uses a blind review process when reviewing abstracts and papers. Acceptance of a peer-reviewed abstract leads to the invitation to submit a full paper. Acceptance of the final paper is dependent on a successful peer review. All abstracts and papers must be submitted through Monolith by the posted submission deadlines.

For more information, contact the program chair: Michael T. Harris, Purdue University; Email: mtharris@purdue.edu; Phone: (765) 494-4966.

The **MULTIDISCIPLINARY ENGINEERING DIVISION** invites abstracts on subjects of particular interest to those involved with multidisciplinary engineering programs including general

engineering and other engineering programs not currently covered by specific ABET program criteria. Subjects of particular interest are:

- Research on the impact of multidisciplinary designs, approaches and experiences. We are particularly interested in the impact on learning, self-efficacy, diversity, teaming, and the ability to innovate.
- Multidisciplinary engineering course design and implementation such as multidisciplinary capstone implementations, service-learning courses, experiential learning, sustainability, robotics, and hybrid courses that integrate disciplinary knowledge and skill.
- Curricular structures and designs that incorporate multidisciplinary. We are particularly interested in new program design and the assessment and evaluation of recent innovations that address the Engineer of 2020 aspirations.
- Accreditation and assessment multidisciplinary engineering programs and addressing ABET criteria 3d
- Recruitment, diversity, and employment issues for multidisciplinary engineering
- Innovative uses of current and emerging technologies in teaching multidisciplinary engineering
- Extracurricular student projects/contests in multidisciplinary engineering

For further information contact Dr. Chell Roberts at chell.roberts@asu.edu

The **New Engineering Educators Division** of ASEE invites abstracts and workshops on topics of interest to new engineering faculty, mentors, and administrators of new engineering faculty for the 2011 Annual Conference. Abstracts submitted to the New Engineering Educators Division (NEE) typically fall into one of four topical areas:

advice for new engineering faculty;

guidance for supervisors, administrators, and mentors of new engineering faculty;

best practices (“Tricks of the Trade”) for new and not-so-new engineering faculty;

accounts of new educators’ experiences during their first years in an academic position.

The NEE Division seeks contributions from seasoned and new educators alike on topics that include, but are not limited to, aspects of managing classroom and research-group activities, pedagogy for the new engineering faculty, advice on writing technical papers, advice on developing and organizing research ideas in proposals, seeking and obtaining funding, tenure dossier preparation, tenure and promotion issues, work-life balance and time management, career planning and dual-career issues, and new faculty development/mentoring.

Abstracts should be submitted online. Go to

<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm> for more information. The NEE Division requires that a paper be accepted for publication in the conference proceedings in order for it to be presented at the conference. Papers accepted for publication and presentation at the NEE Division sessions are eligible for the following NEE Division Awards: Best Paper, Best Poster, and Travel Awards.

Those interested in proposing workshops on topics related to faculty development or of interest to new engineering educators should contact the Program Chair directly no later than October 1, 2010.

For more information, contact the 2011 NEE Program Chair: Michael Kessler, Department of Materials Science and Engineering, Iowa State University, 2220 Hoover Hall, Ames, IA 50011; (515) 294-3101; email: mkessler@iastate.edu.

The **Ocean, Marine & Coastal Engineering Division (OMCED)** of ASEE invites papers for the 2011 Annual Conference and Exposition. Scientists, engineers, and university students from academia and industry in related disciplines are encouraged to submit papers on any relevant topic in coastal, marine, ocean, and naval (architecture) engineering education including research- and problem-based learning, content delivery and teaching strategies, simulation and laboratory-based teaching methods and learning, OMCE engineering design and technology transfer, educational programs with an international emphasis, undergraduate research and first-year courses, clinical experiences for undergraduates and best practices for assessing OMCE education

In order to have your work considered for presentation at the conference, an abstract must be submitted by October 8th 2010. Subsequent deadline dates may be found in <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm> Abstracts and papers will be judged based on the level of innovation, technical merit, demonstrated outcomes, and relevance to coastal, marine, ocean, and naval (architecture) engineering, science and technology education. Pure technical papers that have no educational component or ones describing courses that have not been taught will most likely not be accepted. All abstracts and papers must be submitted electronically. Submittal and general conference information may be accessed via the main ASEE website: <http://www.asee.org>.

Questions regarding the abstract or paper submission can be directed to Dr. Len Imas, Center for Maritime Systems, Stevens Institute of Technology, Hoboken, NJ at limas@stevens.edu or (201) 216-5357.

The **Physics and Engineering Physics Division** seeks abstracts for papers to be presented at the ASEE Annual Conference Vancouver, BC, Canada, June 26-29, 2011. Topics of particular interest include: curricular and design innovations, laboratory development and innovation, physics teaching and learning techniques, undergraduate research, assessment of teaching and learning, novel approaches and methods for addressing student recruitment and retention, novel approaches and methods for addressing ABET engineering criteria, globalization of physics and engineering physics education and pedagogical issues arising from the emergence of areas such as biomedical engineering and life sciences. Other topics of general interest in physics and engineering physics education/research will also be considered.

Abstracts of 200-300 words must be submitted electronically through the new ASEE paper submission system. Authors of accepted abstracts will have the opportunity to submit a full paper, which will be peer-reviewed for possible inclusion in the conference proceedings. Papers must be submitted and accepted for presentation in order to present at the

conference. Access the web link: (<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>) for submit and updates.

Proposals for special paper sessions or panel discussions should be submitted to Baha Jassemnejad, 2011 ASEE Physics & Engineering Physics Division Program Chair at bjassemnejad@uco.edu. Individuals interested in organizing/moderating a session or participating in the peer-review process should contact Dr. Jassemnejad for additional information.

NOTE: As a special incentive for the first time presenters the division will waive 50% of the registration fee for up to two people.

Baha Jassemnejad, Ph.D.

bjassemnejad@uco.edu

Program Chair, ASEE PEP Division

<http://www.engineering.uco.edu>

USA (home) +1.405.974.5461

The ASEE SOFTWARE ENGINEERING CONSTITUENT COMMITTEE (SwECC) invites abstracts on topics of interest for the 2010 ASEE annual conference to be held in Louisville, Kentucky. We will be accepting papers related to all areas of software engineering education, with a focus on the areas of undergraduate student retention, curriculum development, courseware, interaction with computer science and computer engineering programs, and increasing student awareness of the discipline of software engineering.

Abstracts must be submitted through the ASEE's Monolith system. Each abstract should be 250 - 500 words in length. The SwECC requires that a paper be accepted for publication in the conference proceedings in order for it to be presented at the conference. All presenters are expected to register for and attend the conference.

As mandated by the governing board, all divisions will be Publish to Present. As such, only authors for the accepted abstracts are invited to submit a full draft paper. The draft paper is assigned to reviewers (usually at least three individuals) by the program chair. The draft paper Acceptance of the work at both of the abovementioned stages of review is necessary for presentation at SwECC sessions.

Abstracts and papers are judged on level of innovation, technical merit, demonstrated outcomes and relevance to software engineering education. Full manuscripts will be judged on these same criteria as well as on accuracy, completeness, readability and rigor of presentation.

For more information, please contact 2011 SwECC Program Chair, Walter Schilling (schilling@msoe.edu, 414-277-7370); Department of Electrical Engineering and Computer Science; Milwaukee School of Engineering, 1025 North Broadway, Milwaukee, Wisconsin 53202-3109.

The **Systems Engineering Constituent Committee** seeks papers, and forum and workshop proposals related to all areas of systems engineering education that address one or more of

our group's purposes including friendly cooperation and collaboration in support of systems engineering focused educational exchange; creation of forums for discussion by engineering educators on the discipline of systems engineering; and promotion of systems engineering education and systems thinking at all levels, as feasible.

Papers can address general topics such as:

- current and future development strategies for systems engineering curriculum whether focused in a specific discipline or more broad in scope;
- methods to address systems engineering curriculum updates including incorporation of feedback, gap analyses, systems engineering theory evolution, certification requirements, etc...
- assessment and effectiveness comparisons of various modes of systems engineering curriculum delivery including distance education, hybrid and traditional classroom delivery;
- perspectives on the development and education of systems thinking at all levels;
- the role of systems engineering in solving the Grand Challenges of the 21st century including systems engineering, life-cycle analysis, and sustainability education;
- integration of systems engineering across undergraduate engineering disciplines and leveraging the systems engineering process for use in capstone and design courses;
- the use of systems engineering modeling, simulation and tools in the classroom;
- the role of industry and government agencies as partners in and drivers of systems engineering education;
- other systems engineering related topics of interest to engineering educators at all levels.

Contributions are welcome from the many areas that rely on systems engineering including aeronautics, space, industrial engineering, engineering management, security, green engineering, infrastructure systems, enterprise systems, energy and environment, information and communication systems, defense, etc....

Papers are publish-to-present. Paper submission is a two-step review process consisting of an abstract submission, review and potential acceptance followed by a full manuscript submission, review and potential acceptance. Abstracts shall be 250-500 words in length. Both the abstract and the final paper must be accepted to present at the conference and for inclusion in the conference proceedings. All presenters are expected to register for and attend the conference. Abstract and paper submission deadlines along with other pertinent information are available at the ASEE 2011 conference website:

<http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>. All abstracts must be submitted through Monolith.

For further information and additional suggested topics, prospective authors may contact the Program Chair: Dr. Satinderpaul Singh Devgan, Professor and Head, Department of Electrical and Computer Engineering, Tennessee State University, Nashville, Tennessee, email: sdevgan@tnstate.edu.

The **Technological Literacy Division** invites authors to submit abstracts for papers related to technological literacy. Technological literacy encompasses a broad range of knowledge about technology and how humans develop, use, and are affected by technology; it is not just about computers. Efforts to promote technological literacy are needed to help people function

effectively and to make informed decisions about technological issues. This committee seeks to promote a community of scholarship in this area, identify research issues, and to highlight best practices for developing technological literacy in our society. While a major thrust of this effort is to develop technological literacy in the general public, students in areas related to technology including engineering, science, mathematics, and computer science also need a broad understanding of technology. This is a multidisciplinary topic, and the committee welcomes contributions from authors in disciplines including engineering, humanities and social sciences, business, the history of technology, and the study of science, technology, and society.

Topics of interest include:

Engineering for Everyone / Engineering for Non-Engineers
Best Practices - Results from Successful Technological Literacy Programs at Community Colleges and Universities
Minors in Engineering or Technological Literacy
Teaching the Teachers: Engineering for Education Majors
Linking K-12, Community College, and University Programs in Technological Literacy
Helping Engineering Students Achieve a Broad Understanding of Technology
The Relationship Between Technology, Engineering, and Science
Technology and Society: Social, Political, and Economic Issues
Engineering Design as a Liberal Art
What the History of Technology Can Teach Us About People and Technology
Ways to Stimulate Interest in Technological Literacy
Perspectives and Issues Concerning Women and Minorities
Learning Objectives and Student Outcomes /Relevant Assessment Tools and Techniques
This is a publish-to-present venue where abstracts and then papers must be submitted for review. All submissions must be made through ASEE's MONOLITH system. For the author's guide and deadlines, go to <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm>. For more information, please contact the Program Chair, Dr. John Blake, P.E., Associate Professor, Department of Engineering Technology, Austin Peay State University, Clarksville, TN 37044; (931) 221-1476; blakej@apsu.edu.

The **Two-year College Division (TYCD)** is composed of faculty and administrators of two-year colleges that have programs in Engineering Science transfer and/or Engineering Technology. The TYCD seeks papers from academia and industry in the following areas:

- Student retention, recruitment, and articulation agreements
- Student persistence in two-year engineering technology programs and/or 2+2 programs
- Sustainable/renewable energy courses and curricula at two-year institutions or as part of 2+2 programs
- Computer Programming content in a two-year Engineering Technology curriculum

- Microcontroller, data acquisition, and/or embedded control courses and concepts taught at two-year institutions.

Paper submission is a two-step review process consisting of an abstract review followed, if favorable, by a full manuscript review. Abstracts shall be 250-500 words in length. Acceptance of both the abstract and the final paper is necessary for presentation in TYCD sessions and for inclusion in the conference proceedings.

Please note that the TYCD is now a “publish-to-present” division. All presenters are expected to register for and attend the conference. Abstract and paper submission deadlines along with other pertinent information are will be available soon on the ASEE web site. Also note that, beginning with the 2011 Conference, authors will be using a new paper submission and management application called “Monolith.” SmoothPaper has been retired and replaced by Monolith. Feel free to visit <http://www.asee.org/conferences/annual/2011/Call-for-Papers.cfm> in order to keep abreast of any Monolith information, updates, and deadlines.

For further information, prospective authors and presenters may contact the TYC Division Program Chair: Melvin L. Roberts, Ed.D., P.E., Dean of Business, Computer and Technical Studies, Camden County College; mroberts@camdencc.edu; (856) 227-2700 ext. 4420.

The **WOMEN IN ENGINEERING DIVISION (WIED)** is seeking papers for the 2011 ASEE annual conference. Topics of interest to WIED include the following areas related to women in engineering and/or technology: outreach, recruitment, and retention programs for women undergraduate and graduate students; recruitment and retention and leadership training activities for women faculty and administrators (including work/life balance and dual-career issues); climate issues; innovative women’s programs; universities’ programs, policies or reviews (including Title IX); innovative programs that combine the recruitment and retention of minorities and women; and new research that informs the development of programs in these areas. Popular sessions at recent conferences included panels addressing issues such as funding, publications, and tips for moving into administrative positions. If you have ideas for panels and/or would be willing to help organize a panel, please contact the program chair.

Authors should submit an abstract of 300 words or more on their paper topic. The WIED is a publish-to-present division. Authors of accepted abstracts must submit a full paper for review and acceptance in order to be included in the WIED program at the conference and in the conference proceedings. For additional information, please contact Donna Reese, WIED Program Chair, Mississippi State University, Department of Computer Science & Engineering, PO Box 9637, MSU, MS 39762. Office: (662-325-2756) fax: (662-325-8997). E-mail: dreese@cse.msstate.edu.