Community Engagement in Engineering Education

Call for Papers: 2013 Annual Conference

The newly created ASEE Constituent Committee Community Engagement in Engineering Education (CEEE) is soliciting abstracts and papers for the June 2013 ASEE Annual Conference in Atlanta, Georgia. Submitted abstracts and papers can take many forms: from theoretical to practical, conceptual to experience/case study, all with emphasis given to evidence-based papers and presentations.

Community Engagement in Engineering Education is an umbrella term for community-based research, humanitarian engineering, service learning, civically-engaged learners, and more. Community organizations (either local or from abroad) partner with institutions of engineering education for the mutual benefit of communities and engineering students. Ideally, student teams and citizens work together on the shared purpose of completing community-identified projects aimed at increasing community assets. We view the CEEE as a scholarly community for faculty interested in the various ways engineering students, faculty, institutions, communities, and other stakeholders are impacted by various CEEE efforts.

Abstracts submitted no later than the September 21, 2012 closing date announced by ASEE will be evaluated and ranked. Papers selected for presentation must be submitted in accordance with ASEE requirements found on the ASEE website:

http://www.asee.org/conferences-and-events/conferences/annual-conference/2013/program-schedule/call-for-papers

Abstracts will be accepted on, but are not limited to, examples of successful practices or research on the following topics:

- Models of community engagement in engineering
  - Successful models for incorporating community engagement efforts with other campus organizations or other extra-curricular activities
  - Scaling community engagement to large numbers and/or high percentages of engineering students
  - Design projects contributing to community development
  - Innovative approaches to integrating community-based efforts into the engineering curriculum
- Impacts of community engagement in engineering education
  - Student learning and/or perspectives
  - Faculty development
  - Community relations
  - Institutional missions and objectives
• Assessment of community engagement efforts
  • Educational outcomes from community-based efforts
  • Community outcomes
  • Programmatic outcomes
  • Leadership, ethics, and other engineering competencies via community engagement
  • Building effective community partnerships, locally and globally
  • Program sustainability – making programs outlive their founders
  • Lessons learned in implementing community-based educational initiatives
  • Exploration of the question “Is all Community Engagement Good?”

Please submit a 200-300 word abstract electronically through the ASEE Conferences webpage note above. Abstracts should address the following:
• Background and motivation;
• What was done? (Methods used and why?);
• Results (include some data and/or analysis; what was found?); and
• Conclusions and significance (including wider application)

Abstracts and papers are reviewed in a double-blind system. It is the author’s responsibility to ensure that the requirements for blind review are met. That is, you should NOT include authors’ names or institutional names in the abstract nor should author names be in the filename or in the document properties. You do not need to include references in the abstract. In addition, be sure to indicate that your abstract is for the Community Engagement in Engineering Education Constituent Committee. ASEE’s paper submission process and timeline is explicit and closely followed by all divisions; the program chair CANNOT supersede or override them. For example, key dates this year are:
  Draft papers - due December 7, 2012
  Final papers - due March 29, 2013
So, please heed the abstract submission due date of September 21, 2012 as well as other due dates for subsequent draft and final paper submissions.

To create a division rooted in effective learning and engagement, sessions and presentations will be structured to maximize the benefits for speakers and attendees alike. Based on submitted papers, the program chair will craft the best session topics and format(s) possible.

Since our goal is to create a diverse division program, we not only expect traditional sessions with paper presentations, but are also exploring the use of special sessions that optimize audience interactions or bring in invited speakers, as well as sessions that allow hands-on experiences between conference attendees and the local community. We are open to suggestions and look forward to your input on what and how such special sessions can be added to the program. Please contact the program chair by September 12, 2012 if you have any suggestions.

We look forward to your contributions to this new and quickly growing community within ASEE!
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