The *ASEE Student Division* invites submissions for papers and posters to be submitted for presentation at the 2023 ASEE Annual Conference to be held in Baltimore, Maryland, USA, June 25ᵗʰ-28ᵗʰ. Abstract submission opens October 3rd and closes on October 31st, 2022. If your abstracts were accepted, please submit your full paper draft by January 31st, 2023. If revisions were needed, you need to work on it and resubmit the draft by March 21st, 2023. Finally, by April 30, 2023, your accepted paper needs to be finalized and uploaded by April 30th, 2023.

Serving as a means for students to become involved and engaged with ASEE, the Student Division aims to provide multiple sessions and events that encourage publication and presentation of student research, enhance student professional development, and promote communication between students and the greater engineering education community.

Undergraduate or Graduate students should consider submitting papers that are relevant to addressing problems and sharing experiences within undergraduate or graduate school related to engineering, innovations in engineering teaching practices or student-led research on engineering education. If you choose to submit, do note that this year the lead author for each paper must serve as a reviewer for at least one abstract submission and two other paper submissions. We also recommend that authors review successful paper submissions in past years in the ASEE Peer Document Repository.

Lastly, there will be a cash reward for the division's overall Best Paper and Best Diversity Paper, as there was for the 2022 conference. The award recipient(s) will also be acknowledged to Student Division members and sponsors at the division's social event for dinner. By doing so, we hope to encourage more submissions, better quality through friendly competition, and increased conference attendance.

The division is particularly interested in receiving papers/abstracts for: (1) Research Papers (2) Work-In-Progress Papers and (3) Posters. In order to be accepted, all papers must contain an educational component—for example, papers only discussing engineering project content are not acceptable.

Research Papers

Research papers are full papers that typically fall within 15-page length, and address scholarly research in any of the topics following:

(1)"Tricks of the Trade" papers should focus on addressing problems and sharing experiences within undergraduate or graduate school, specifically regarding tricks of the trade or lessons learned along the way. The papers should follow typical research paper formats and be centered around tips and tricks that students have accumulated through their own education that can help guide other students who may be going through similar experiences. These papers should be well informed by published literature and follow formal writing procedures with the inclusion of a thesis or central argument. Topics of interest for this category include but are not limited to:

- Communicating to an audience/writing for publication

*In order to be accepted, all papers must contain an educational component—for example, engineering project papers are **not** acceptable. All papers accepted as pertinent for the Best Paper Award for the Student Division.*

- Advice for new graduate students/mentoring – choosing a committee, work life balance, stress management; Advice and best practices for new instructors
- Experiences related to writing a senior thesis, master's thesis, or dissertation
- Tips for new ASEE student chapters – lessons learned from your own student chapter on campus or advice for other students looking to start a chapter

(2) "Innovation in Engineering Teaching Practices" papers should focus on disseminating student-led research on innovative teaching, curricular, or co-curricular efforts. The papers should follow typical research paper formats and center around analyzing the impact or describing the innovation of new educational practices. These papers should be well informed by published literature and follow formal writing procedures with the inclusion of athesis or central argument. Topics of interest for this category include but are not limited to:

- Research on an innovative academic or outreach experience contributing to the success of graduate or undergraduate students
- Research on experiences related to being a teaching assistant, lecturer, or course tutor
- Research on innovative, educational, diversity, or other events hosted by an ASEE student chapter

(3) "Student-Led Research on Engineering Education" papers are also welcomed as an opportunity for students to publish research on any other diverse educational topics where a student (graduate or undergraduate) is the primary author and has conducted a significant portion of the research related to the field of engineering education. Sometimes we, as students, are less confident in our ability to publish work that is not as heavily guided and co-produced with a faculty member, so these papers help those ideas be heard and developed in a lower stakes setting. Topics include but are not limited to those detailed in the call for posters (see below).

Work in Progress (WIP) Papers

WIP papers are shorter papers, which must NOT exceed 6 pages, excluding references. Reviewers are not expected to read your papers after 6 pages. You could consider putting important but not critical materials in appendix. These papers are intended to be submitted by students working on studies at an EARLY to INTERMEDIATE stage for which authors are seeking feedback from the community. Papers in this category must have Work in Progress as the first part of the title of their paper, ex: Work in Progress: Lessons Learned from University X's Engineering Service-Learning Program. WIP in this division are NOT eligible for Best Paper Award, but eligible for Best Diversity Paper Award.

Posters

Posters are a great way to present research papers or works in progress papers to the larger ASEE community, as well as, an opportunity to receive feedback and insight from others in the field. Abstracts in this category must have Poster as the first part of the title, ex: Poster: Lessons Learned from University X's Engineering Service-Learning Program. Topics of interest are opento all areas of engineering education including but, not limited to:

*Undergraduates will also be considered, based on the strength of their submissions.

- Assessment
- Collaboration
- Design
- Diversity and Equity
- Educational Technology

- Instruction
- Learning Outcomes
- Professional Practice
- Recruitment and Retention
- Identity and Culture

For further research topics to consider, see: http://taxonomy.engin.umich.edu/activities/2013-fie-draft-taxonomy-v5/ ..

Abstract Review Process

Submitted abstracts (250-500 words) must indicate to which category the submitted paper is in the first word of the title, full paper (don't need to mention), work in progress, or poster. (e.g. Title (xxx), WIP: Title (xxx), Poster: Title(xxx)). Abstracts will receive a double-blind peer review. Pending abstract acceptance, authors will submit a full paper that will receive a separate, double-blind peer review. The reviews are primarily conducted for the benefit of the author and are intended to give the author feedback on research methods and writing style. For more information about FORMAT and abstract submissions, see: (https://www.asee.org/events/Conferences-and-Meetings/2023-Annual-Conference#).

Paper Draft Review Process

Submitted papers must indicate to which category the submitted paper is in the first word of the title, full paper (don't need to mention), work in progress, or poster. (e.g. Title (xxx), WIP: Title (xxx), Poster: Title(xxx)). Paper drafts will receive a double-blind peer review based on the following criteria: originality, research approach, result, scholarship, relevance, goals, paper structure, conclusion, and style. Pending acceptance of the paper or poster, authors must present to publish at the conference.For more information about FORMAT and abstract submissions, see: (https://www.asee.org/events/Conferences-and-Meetings/2023-Annual-Conference#).

For more information, please contact the Student Division Program Chair:

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