The **Engineering Leadership Development Division (LEAD)** of the American Society for Engineering Education (ASEE) seeks paper abstracts for the **2024 Annual Conference in Portland, OR, June 23-26, 2024**. The [LEAD Division](#) is committed to advancing our shared understanding of engineering leadership theory and practice to enhance the contributions of engineering students and professionals to their respective institutions, industries, and society. Integral to these objectives is our commitment to fostering the development of inclusive, diverse, and equitable engineering leaders, educators, and researchers.

All paper submissions are publish-to-present. Papers submitted to technical sessions are peer-reviewed through the LEAD Division, and those accepted will appear in the ASEE Conference Proceedings. The first step in proposing a paper is to submit an abstract to the ASEE paper management system by **November 1, 2023**. Abstracts should be 250-500 words and will be peer reviewed. If your abstract is accepted, the first draft paper deadline is **February 1, 2024.** Paper submissions may include **research** studies or **practice** reports. We accept works in progress. We encourage papers that synthesize and identify trends in research of interest to the Division, especially those aligned with our four strategic initiatives: Inform, Design, Explore, and Assess.

Topic Area—The following topic areas align with our Division's four strategic initiatives and current research trends and needs. For each of the Key Question areas, papers should include more than simple descriptions of programs. The intersection of AI, ethics, and engineering leadership are of particular interest for 2024.

1. **Inform:** Document the need for and value of engineering leadership (EL) education in university and workplace contexts. **Key Question for 2024:** *How is EL being integrated across the curriculum?*
2. **Design:** Demonstrate evidence-based practices for designing, implementing, and sustaining EL programs. **Key Question for 2024:** *What diverse models/theories of leadership are being incorporated into EL programs or curricula?*
3. **Explore:** Examine leadership theory and/or practice in engineering education or workplace settings. **Key Question for 2024:** *How do you describe, assess, and/or test the transfer of EL development from academic settings to the workplace?*
4. **Assess:** Evaluate the impact of curricular interventions, EL development models, or EL programs on engineering students and professionals. **Key Question for 2024:** *What assessment tools are EL programs using, and what are the findings from applying those assessment tools?*

Special Session Topic Area for 2024- For this coming conference we are also interested in papers relevant to the intersection of ethics and leadership. Papers accepted for this purpose will be part of a joint session with the Ethics Division at the annual conference.

The LEAD Division accepts abstracts for the following two **submission types:**

1. **Research papers** present new findings, situated in the context of prior research and existing models to reveal relationships, patterns, or insights relevant to engineering leadership. Papers should include an introductory problem statement; a review of relevant literature; a description of the research methodology; results; and implications of the work in furthering the LEAD Division's strategic priorities. We encourage authors to consider aspects of diversity, equity and inclusion in their research design and reporting of results. Research papers may take the form of literature reviews, meta-analyses, empirical studies, or theory development. As the field of leadership studies is broad, we strongly encourage authors to cite research from fields outside of engineering, including but not limited to psychology, sociology, business, education, and the humanities.

2. **Practice papers** highlight and analyze innovative engineering leadership education practices in industry or classroom contexts. These papers are not required to include an exhaustive literature review, but authors are encouraged to cite relevant literature, theories, or frameworks that inform the highlighted practice. Authors should include some measure of effectiveness and identify implications for EL education and/or training in other contexts. Practice papers may take the form of case studies, curricular innovation, EL assessment tool development, or program evaluation. We encourage authors to consider aspects of diversity, equity and inclusion in their program design and reporting of results.

Both research and practice papers can be submitted as **Work-in-Progress (WIP) papers**. WIP papers are **3-5 page** extended abstracts reporting on projects that are not yet fully developed and/or are only supported by preliminary data. For example, papers describing innovative practices without a formal evaluation of effectiveness are acceptable as WIPs.

Full papers published in the ASEE conference proceedings are typically **10-15 pages** long, while WIP papers are typically **3-5 pages** long. Out of respect for our reviewers, please keep to these page limits.

Abstracts will be peer-reviewed by members of the LEAD community. They should be **250-500 words in length** and **include:**

- Submission type (research, practice, WIP-research, or WIP-practice). WIPs should include "Work in Progress" in the title using the following form: [TITLE]: A Work in Progress.
- LEAD Division strategic priority (Inform, Design, Explore, or Assess)
- Guiding question, problem statement, or key project objectives
- Project context
- Theoretical perspective, conceptual framework, or instructional approach being used
- Research methods, evaluation, or assessment practices
- Preliminary findings
- Implications for engineering leadership research and/or practice, and
- Significance to LEAD division members

Depending on the number of papers submitted, some papers, such as WIPs, may be moved to a poster-presentation format. We welcome studies utilizing quantitative, qualitative, or mixed research methods. Please refer to the Best Paper Rubric linked on our website for important paper qualities and follow the formatting guidelines detailed in the [2024 Author's kit](). We seek high levels of relevance with our Division's interests and expect high standards of academic quality, especially with papers we eventually publish. We encourage student-authored papers. Papers will be evaluated according to the ASEE paper rubric and relevance to the LEAD strategic priorities.

Submitted papers may be considered for the Division's Best Paper Award and for the Society's Best DEI Paper Award. Draft papers that adhere to formatting guidelines have a higher likelihood of selection for these awards. Rubric for best paper awards can be found [here.]()

Expectation to Review: We encourage all authors to volunteer as reviewers. A call for reviewers will be circulated soon.

Workshop requests open November 1, 2023; instructions can be found on the ASEE website. If you plan to submit a workshop proposal that aligns with the LEAD Division objectives, please contact the program chairs.

Abstract submissions will be open between **October 1 and November 1**. You are welcome to contact us with questions.

Best regards,

Meg Handley, PhD, BCC
Program Chair, ASEE LEAD
Associate Director of Engineering Leadership
Undergraduate Programs
Associate Teaching Professor
College of Engineering, SEDI
Penn State University
mhh11@psu.edu

Kenneth Lamb, PE, PhD
Program Co-Chair, ASEE LEAD
Director, Student Innovation Idea Labs
Lead Faculty, Engineering Leadership Program
Professor, Civil Engineering
Cal Poly Pomona
Kwlamb@cpp.edu