



International Division

International Division Papers are being solicited for subjects in ALL engineering education areas that have an INTERNATIONAL dimension. That includes engineering educators from institutions within or outside of the U.S.. We are particularly interested in receiving papers from U.S. students describing their experiences in study abroad programs and international students attending U.S. institutions. An international dimension always adds new and different complexity to the general challenging world of engineering education. The International division provides that venue to discuss and share these challenges with other educators with similar international challenges. Common areas are study abroad and global faculty research and partnerships. Our division includes cross-cultural diversity, K to 12, first-year engineering, ethics, collaborations, ABET and other accrediting agencies as only some of the examples where the international component leads to stimulating discussion during our sessions.

The following topics have been identified by International Division members as potential session topics and members are encouraged to submit papers for these sessions:

International Programs and Curricula:

Designing Sustainable Global Engineering Courses, Programs, Communities, and Partnerships
Enhancing Learning in Engineering Education Abroad in Various Modalities and Durations
Global Innovation and Trends in International Education and STEM Partnerships
International Program Development, Language Integration, and Credit Transfer
International Engineering Programs and Courses: Case Studies and Best Practices

Assessment and Accreditation:

Best Practices in Measuring and Assessing International Engineering Outcomes and Impact
Challenges and Opportunities in International Accreditation

Diversity, Equity, and Inclusion:

Increasing Access, Diversity, and Inclusion in International Engineering Programs
International Engineering Perspectives: Racial Equity
Student Perspectives in International Engineering Education

Cultural Perspectives:

Global Engineering and Humanitarian Design
Creating World-class STEM Leaders in a Globalized World

Risk Mitigation:

Strategies for Risk Mitigation in International Engineering Programs

Globalization without Travel:

Advancing Global Engineering Competencies without Travel
Collaborative Online International Learning

Be advised that, as a contributor to the international division, it is expected that you and your co-author participate in the peer review process. The peer review process is essential to meeting the high publication standard required for Scopus and other registration systems and is part of your professional responsibility to the conference.

Please note, in order for a paper to be accepted for presentation in a technical or poster session and/or for publication in the proceedings, the Division requires submission of the full final version of the paper. "Work in Progress" papers are welcome. In addition, this division is interested in supporting sessions on special topics including panel discussions. Please contact the program chair to discuss and make arrangements.

Abstracts should be between 300 and 350 words. At the top of your abstract, please indicate keywords that could assist us in developing session topics relevant to your paper.

The first step in proposing a paper is to submit an abstract to the ASEE paper management by Wednesday, November 1, 2023. Abstracts for papers should be approximately 300-350 words long and will be peer-reviewed. Once your abstract has been accepted, the first draft paper deadline is Thursday, February 1, 2024. Paper submissions may include research studies or practice reports among other ideas and subjects.

All abstracts must be submitted via the ASEE web-based submission and paper management. The Author's Kit with deadlines and instructions is available at www.asee.org

AWARDS

The International Division is giving three awards: one for the best paper, one for the best STUDENT paper, and one for the best DIVERSITY paper. Both graduate and undergraduate students are eligible for the best STUDENT paper award. We strongly encourage students to submit papers to this division. Winners shall receive financial awards. The two requirements for student papers are that the student must be the first author and the student must be the presenter. Please put an alert on the top of your abstract that the paper is a STUDENT paper to help identify these papers and assist the reviewers appropriately.

Please direct questions to:

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