

Call for Papers: Engineering Leadership Development Division (LEAD)

2027 ASEE Annual Conference — Toronto, Ontario, Canada — June 20–23, 2027

The [LEAD Division](#) of the American Society for Engineering Education (ASEE) invites paper submissions for the 2027 Annual Conference. We advance engineering leadership theory and practice to strengthen the contributions of engineering students and professionals to their institutions, industries, and communities. The LEAD Division is committed to developing leaders, educators, and researchers who reflect and support an inclusive, diverse, and equitable engineering profession.

We welcome submissions from our traditional community of scholars, doctoral students, and researchers in engineering leadership. We also invite practitioners such as industry leaders, program directors, and educators who want to share what they are learning about developing engineering leaders. You don't need a research background to contribute; our practice-paper track (described below) is intended to provide an avenue for practitioners to participate with our division. We also enthusiastically welcome student-authored papers.

Key Dates

- Abstract submissions open: **September 1, 2026**
- Abstracts due: **October 14, 2026**
- First draft paper due (if your abstract is accepted): **January 20, 2027**
- Conference: **June 20 – 23, 2027**. All submissions are publish-to-present: accepted final papers are published in the ASEE Conference Proceedings and authors will be required to present at the conference.

Topic Suggestions

We encourage, but do not require, submissions in the following areas. For any topic, we're looking for more than a simple description of a program; papers that share best practices, new understandings, or implications for other institutions or practitioners are most successful.

- Core leadership learning domains such as leader ethics, self-awareness, team awareness, and project awareness across any engineering discipline
- Our four strategic initiatives:
 - Inform: documenting the need for and value of engineering leadership (EL) education in university and workplace settings
 - Design: evidence-based practices for designing, implementing, and sustaining EL programs
 - Explore: leadership theory and/or practice in engineering education or workplace settings
 - Assess: the impact of curricular interventions, EL development models, or EL programs on students and professionals
- Leadership development at the intersection of other ASEE division topics (e.g., Military and Veterans, Ethics)

Submission Types

We welcome research and practice submissions; works-in-progress submissions are accepted in either category.

- **Research papers** present new findings situated in prior research and existing models, revealing relationships, patterns, or insights relevant to engineering leadership. Include a problem statement, a review of relevant literature, your methodology, results, and implications for LEAD's strategic priorities. We encourage you to address diversity, equity, and inclusion in your design and reporting, and to draw on research beyond engineering (e.g., psychology, sociology, business, education, and the humanities). Research papers may take the form of literature reviews, meta-analyses, empirical studies, or theory development. Full papers in the proceedings typically run 10–15 pages. Please respect these page limits out of consideration for our reviewers.
- **Practice papers** highlight and analyze innovative engineering leadership education practices in industry or classroom settings. A full literature review isn't required, though citing relevant frameworks strengthens your paper. Include some measure of effectiveness and note the implications for EL education or training elsewhere. Practice papers may take the form of case studies, curricular innovations, assessment-tool development, or program evaluations. Practice papers typically run 8-10 pages.

Either type can be submitted as a **Work-in-Progress (WIP) paper**: a 3- to 5-page extended abstract on a project that isn't fully developed yet or rests on preliminary data. For example, an innovative practice you haven't formally evaluated.

What to Include in Your Abstract

Abstracts are peer-reviewed by the LEAD community and should be 250–500 words, including:

- Submission type (research, practice, WIP-research, or WIP-practice). For WIPs, add “A Work in Progress” to your title: [TITLE]: A Work in Progress
- Your guiding question, problem statement, or key project objectives
- Project context
- Theoretical perspective, conceptual framework, or instructional approach
- Research methods, evaluation, or assessment practices
- Preliminary findings
- Implications for engineering leadership research and/or practice
- Significance to LEAD Division members

Review Process & Awards

Before you submit at any stage, review the [Best Paper Qualifications](#) and the [Author's Kit](#) (available under ‘Paper Management’) for formatting guidance. We hold submissions to a high standard of relevance to the Division's interests and academic quality. Papers are evaluated using the ASEE paper rubric and their relevance to LEAD's strategic priorities is a strong consideration.

Submitted papers are eligible for the Division's Best Paper Award and the Society's Best DEI Paper Award; following the formatting guidelines improves your chances for both. Depending on number of papers received, some papers—including WIPs—may be assigned a poster format instead of a full paper submission.

We rely on our authors to also serve as reviewers for other submissions. A separate call for reviewers is coming soon.

Workshops

You can also propose to hold a workshop at the conference. As the name suggests, workshops should allow participants to have active discussion or engagement with the content. If you'd like to propose a workshop aligned with LEAD's objectives, follow the instructions on the ASEE website and reach out to the program chairs (below) directly.

Artificial Intelligence

A note on AI use: Generative AI tools (e.g., ChatGPT, Claude, Gemini, Copilot) may be used to support the development of your manuscript in tasks such as improving clarity and grammar, refining structure, generating code assistance, or exploring literature. They may not be used to fabricate, misrepresent, or substitute for the work itself. AI may not generate data, results, citations, or analysis presented as the authors' own, and AI tools may not be listed as authors.

If generative AI was used in preparing your manuscript, include a brief disclosure statement in the acknowledgments (or a dedicated "AI Use Statement") identifying the tool(s) used and describing how they were used. For example: "The authors used Claude (Anthropic) to improve the clarity and organization of Sections 2 and 4. All content was reviewed, verified, and approved by the authors." Routine assistance such as spell-check, grammar tools, and reference managers does not require disclosure.

Authors bear full responsibility for the accuracy, originality, and integrity of everything in the manuscript, including any AI-assisted content. AI-generated citations and factual claims must be independently verified and fabricated references are grounds for disqualification regardless of their origin. Undisclosed substantive AI use discovered during review may result in removal from Best Paper consideration.

Thank You!

Thank you in advance for your contributions to our conference! If you have any questions, please reach out to either of us. We look forward to seeing your work at the 2027 Annual Conference in Toronto!

Best regards,

Seth Sullivan

Program Chair, ASEE LEAD
Director, Zachry Leadership Program
College of Engineering
Texas A&M University
seth.sullivan@tamu.edu

Robert Amponsah

Program Co-Chair, ASEE LEAD
Assistant Dean for Special Projects
College of Connected Computing
Vanderbilt University
robert.amponsah@vanderbilt.edu