



GLOBAL ENGINEERING EDUCATION CONFERENCE

From: Dr. Russ Meier, IEEE Education Society Vice President of Conferences
Subject: IEEE Global Engineering Education Conference (EDUCON) Statistics
To: Dr. James Sluss, IEEE Education Society 2015 President
cc: IEEE Education Society Board of Governors

Dear Dr. Sluss:

Each year, I complete a summary of the IEEE Education Society's financially sponsored conference events. I am happy to submit this summary regarding the history, reputation, publication, and registration statistics of the IEEE Global Engineering Education Conference to you for your use as IEEE Education Society President.

1. INTRODUCTION AND HISTORICAL SPONSORSHIP

In 2007, talented leaders from the IEEE Education Society Chapters in IEEE Region 8 approached the Society Board of Governors with a proposal to host a financially co-sponsored conference on a three-year trial basis. Financial sponsorship was approved in late 2008, and the first IEEE Global Engineering Education Conference (EDUCON) was held in April 2010 in Madrid, Spain. This first conference was very successful with more than 300 registrants gathered on the campuses of the co-sponsoring universities to examine the challenges and priorities facing engineering educators in IEEE Region 8. The conference was re-evaluated within the context of strategic planning and as part of Strategic Plan 2010, the Society extended permanent sponsorship and EDUCON became the Region 8 flagship event.

The Society financially co-sponsors EDUCON with two to three Region 8 universities. In the case of two universities, the ratio of sponsorship is 80%, 10%, 10%. In the case of three universities, the ratio of sponsorship is 70%, 10%, 10%.

2. MISSION AND VISION

The Global Engineering Education conference strives to be the most relevant and respected forum within IEEE Region 8 for academic and industrial collaboration on global engineering education. The conference helps engineering and computer science educators learn about innovations in learning theory, educational technology, and classroom techniques. While global in scope, the focus of the conference is on the research and practice of engineering education, computer science, and information technology education in Europe, the Middle-East, and Africa.

To achieve its mission, the Global Engineering Education conference creates an engaging conference program that offers a variety of presentation formats and rotates each year to a new area of Region 8 following this cycle of rotation: Europe, Middle East, Africa.

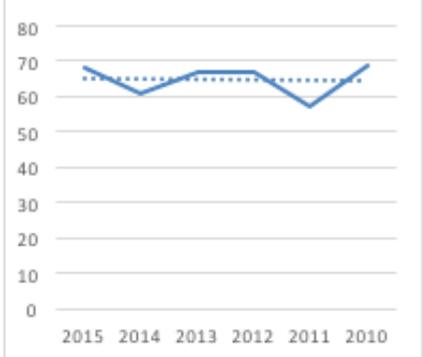
3. PEER REVIEW PROCESS AND PAPER STATISTICS

EDUCON uses a two-stage review process that begins with the issuance of a call-for-papers in April of the year preceding the conference. The first stage requires submission of a short abstract that is then peer-reviewed by the technical program committee for appropriateness to the conference, the yearly theme, new and engaging ideas, and so on. Abstracts that pass review are invited to submit full papers and works-in-progress (short papers) for blind peer-review. A blind peer review means that reviewers can see the names of the authors but the authors are not told the names of the reviewers.

Table 1 provides acceptance information for the past six years. Note that EDUCON accept rate is quoted as initial contact to publication of accepted papers. Thus, in 2015, 229 abstracts were submitted, some were rejected at abstract stage, full papers were written, and after peer-review of full papers $156/229 = 68\%$ of the original author contacts resulted in published work. The acceptance rate is also plotted with a trend line. The

overall trend line is flat with an average around 65%. EDUCON is establishing its audience and the steering committee has a goal of gently lowering the accept rate to 55% over the next 5 years

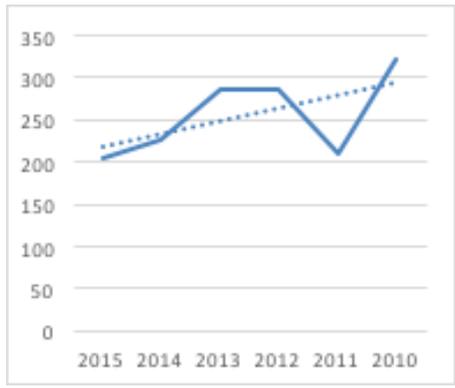
Table 1: Six Years of EDUCON Acceptance Rate Data

Year	Accept Rate	Abstracts	Published	Trend
2015	68%	229	156	
2014	61%	301	183	
2013	67%	300	200	
2012	67%	285	191	
2011	57%	375	214	
2010	69%	374	258	

4. ATTENDANCE STATISTICS

The Global Engineering Education Conference has grown into a well-respected regional conference. Table 2 provides the statistical summary of EDUCON registration. While it has a loyal author and attendee base, it has proven more susceptible to the Region 8 economic conditions when compared against FIE in Regions 1-6. Regional steering committee members state that the recession caused many universities to stop supporting conference travel. This is reflected in the downward slope of the trend line.

Table 2: EDUCON Attendance

Year	Attendance	Trend
2015	205	
2014	226	
2013	287	
2012	287	
2011	209	
2010	321	

5. INDEXING SERVICE STATISTICS

Authors and grant writers often want to know the impact factor statistics for our conferences. I have included five measures that are easily identified using the Internet in Table 3.

- The Computing Research and Education Association of Australia ranks conference proceedings using a four-level scale: A* = flagship conference and a leading venue in the discipline, A = excellent conference and highly respected in the discipline, B = good conference that is well regarded in the discipline, C = meets minimum standards
- The Excellence in Research for Australia report ranks conferences using a three-level scale: A = best conference (top 20% of conferences in the discipline), B, and C.
- Google Scholar h5-index: This measure reports paper citations over the past five years (h5). The h-index is the largest number h such that h articles published in the last five years have at least h citations each.
- Scopus SCImago Journal h-index is that largest number h such that h articles published in the included years have at least h citations each.

As a new conference still establishing an author base and publication record, EDUCON is still building its impact factor. For this reason, it does not appear in CORE2014. But, citation h-indices can give a sense of the value of published papers within the community of practice. The Region 8 author community is citing EDUCON papers on a regular basis. In fact, EDUCON has a Google Metrics h5-index on par with FIE. It has also earned a SCImago Journal h-index of 6 – respectable for a young conference.

Table 3: EDUCON Relevance and Impact Statistics

Measure	FIE	EDUCON	ASEE	SIGCSE	CSEET
Computing Research and Education (CORE2014)	B	no rating	B	A	C
Excellence in Research for Australia (ERA2010)	A	no rating	B	A	C
Google Metrics h5-index	14	15	no rating	27	11
SCImago Journal h-index	12	6	5	11 (5 yrs.)	3 (5 yrs.)

I hope this information proves useful to you and I send my warmest regards.

Sincerely,



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