ERM Strategic Plan
Adopted June 15, 2014

The Educational Research and Methods Division (ERM) has been working for more than 40 years to improve the quality of instruction in all branches and levels of engineering education. The primary objectives of the ERM division are:

- Promoting rigorous educational research methodologies on learning and methods of engineering instruction
- Dissemination of knowledge on engineering teaching and learning
- Encouragement of efforts to improve engineering instruction through development of innovative materials and techniques, sound instructional design, and improved evaluation methodologies
- Enhancement of the status of scholarship on engineering teaching and learning
- Improvement of evaluation of engineering instruction as the basis for more adequate recognition, rewarding and encouragement of teaching excellence and scholarship

In order to accomplish these objectives the following goals and activities have been identified:

1. Ensure that ERM is a welcoming community, open to researchers and educators of diverse backgrounds[1] and at all levels of experience and interest.
    - Collaborate with other divisions.
    - Welcome new people to join and participate in ERM.
    - Build and sustain a vibrant community.

2. Promote and disseminate high quality research across the broad spectrum of engineering education.
    - Alternate types of meeting sessions (in progress work, informal discussions, online).

3. Promote and disseminate empirically-based teaching practices.
    - Translate research into practice.
    - Sharing of teaching practices.
    - Facilitate exchanges between researchers and practitioners.

4. Promote and/or develop workshops and training programs for the engineering education community.
    - Workshops on teaching practices and how to translate research into practice.
    - Workshops/training on research methods.
    - Career support for engineering ed grad students.
    - K-12 teacher training.
    - Newsletter.
    - Career support for faculty and professionals at all career levels.

5. Develop mechanisms to influence broad policy issues affecting engineering education.
    - Advocate for funding.
    - Issues in public perception of engineering and engineering education.
    - Encourage ERM members to become leaders in engineering and engineering education at all levels (local, state, national, international).
    - Promote synthesis research that informs leadership, policy, practice, etc.

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[1] The American Society for Engineering Education defines diversity as the inclusion of individuals that represent variations in gender, race, ethnic background, disability, sexual orientation, age, socio-economic status, nationality and other non-visible differences resulting in an environment rich in intellectual variety and respect for the individual, and optimally suited to address the technological needs of the future. See http://www.asee.org/about-us/policy/diversity.