



European Society for Engineering Education
Europäische Gesellschaft für Ingenieur-Ausbildung
Société Européenne pour la Formation des Ingénieurs

SEFI ANNUAL REPORT 2025–2026

Engineering and Society



Brussels, August 2026

SEFI EUROPEAN SOCIETY FOR ENGINEERING EDUCATION

Since 1973, SEFI has grown into one of the largest networks in Europe dedicated to higher engineering education, bringing together universities, educators, researchers, students, professional associations, and industry partners from across Europe and beyond.

SEFI's mission is to strengthen and advance Higher Engineering Education (HEE) by fostering excellence in teaching, learning, research, and institutional development. The organisation promotes the exchange of knowledge and good practices, facilitates collaboration among engineering education stakeholders, and supports the integration of a strong European and international dimension in engineering education. Through its activities, SEFI helps bridge academia, industry, and society, contributing to the preparation of engineers equipped to address global challenges.

As an international forum, SEFI connects higher education institutions, academic staff, students, companies, and partner organisations from more than 40 countries, creating opportunities for dialogue, cooperation, and innovation, actively contributing to the UN Sustainable Development Goal 4: Quality Education. Over the years, SEFI has also played a key role in shaping the international engineering education landscape, contributing to the creation and development of several organisations, including ENAEE, IFEEs, IACEE, and IIDEA.

Annual Report 2025–2026

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MESSAGE FROM THE PRESIDENT

Dear SEFI Members, Colleagues, and Friends,

This past year has been my first as President of SEFI, and it has been a privilege to serve a community so dedicated to working together. Collaboration is not incidental to what we do; it is how the work gets done, and it runs through every page of this report. My thanks go to my predecessor, Dr Balázs Nagy, for handing on a Society that is confident and full of energy; to our Vice-Presidents, Treasurer and Board of Directors, whose leadership and stewardship guide everything we do, and whose commitment I have come to appreciate even more deeply since stepping into this role; and to our Secretary General, Klára Ferdová, and the team at the SEFI HQ Office in Brussels, whose care and professionalism underpins everything that follows in these pages.

Our year began in Tampere, where more than 400 colleagues gathered around the theme “Engineering and Society”, and where, remarkably, around half of those present were attending the SEFI Annual Conference for the very first time. From there our community met wherever the work called for it, in Sofia, Aalborg, Aveiro, Gliwice and Warsaw, while our webinars and podcast carried the conversation to around our expansive European and wider global community. This has also been the first full year of our Strategic Plan 2025–2027, which anchors our priorities in a European landscape that is

shifting quickly, as our institutions navigate constrained budgets, rapid technological change, the green and digital transitions, and rising expectations of what an engineering graduate should be prepared for.

I said on taking office that I wanted to create more space for diverse voices to shape the future of engineering education here in Europe. Our Early Career Researchers’ Club and our new Special Interest Group on Entrepreneurship in Engineering Education are early signs of that ambition taking hold. Our journals, too, sit at the heart of SEFI’s standing as a global leader in engineering education research: the European Journal of Engineering Education continues to strengthen its research position and is now read, trusted and shaped worldwide, while the SEFI Journal of Engineering Education Advancement has grown quickly into the natural home for practice-based scholarship.

It has been a substantial year for partnerships. New links with the EU STEM Coalition, our place on the Engineers Europe – Engineering Skills Council and our deepening relationship with ENAEE all help ensure that our community’s expertise reaches the policy conversations shaping our profession, while agreements with IGIP, IACEE, CSEE, CEEA-ACÉG and AAEE reflect a wider ambition: that the community advancing engineering education should be a genuinely global one. Engineering education is shaped by national systems, cultures and professional traditions that differ markedly from one



another, and those differences matter. But the questions underneath are increasingly shared, and in working with ASEE, LAC-CEI, JSEE and SASEE we come to understand our own contexts better for seeing how others answer them. Closer to home, our work with BEST and ESTIEM keeps students’ own perspectives in the conversations that concern them most, while our involvement in European university alliances including EELISA, ENHANCE, EuroTeQ, and EUT+ carries that thinking directly to the institutions putting it into practice.

As we prepare to gather in Prague for “Engineering Education for Humanity in a Challenging World”, my priorities remain widening the range of voices in our field, supporting colleagues within our community at every career stage, and encouraging our Deans and senior leaders to help reimagine what we teach, how and why. Our graduates will inherit a volatile, uncertain, complex and ambiguous world. Preparing them well is the most valuable thing we can do, and we will do it best together.

Emanuela Tilley
SEFI President 2025–2027

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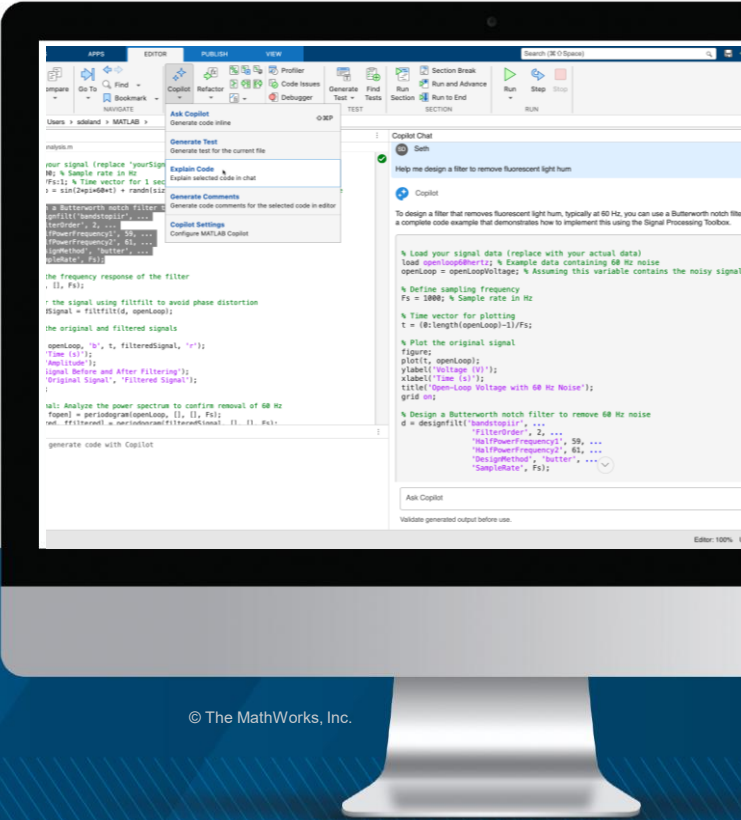


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SEFI ANNUAL CONFERENCE TAMPERE 2025



ENGINEERS AND SOCIETY

15–18 September 2025 | Tampere University, Finland

The SEFI Annual Conference 2025, hosted by Tampere University, Finland, from 15–18 September 2025, brought together over 500 engineering education researchers, educators, students, and practitioners from around the world to explore the theme *Engineering and Society*. The programme focused on the role of engineers in addressing societal challenges and shaping the future of education and technology.

The conference featured three inspiring keynote addresses. **Karl-Erik Michelsen** (LUT University), opened the conference with a on the role, influence, and responsibilities of engineers in contemporary society. On the second day, **Tom Børsen** (Aalborg University) and **Shannon Chance** (TU Dublin) delivered a keynote entitled “Towards socially responsible, post-normal and reflexive engineering ethics education”, encouraging participants to reconsider priorities in educating future engineers. They also presented the *Routledge International Handbook of Engineering Ethics Education*, a major international resource bringing together global perspectives on engineering ethics education. The final keynote, delivered by **Pleun Hermesen** (TU Delft), explored how educators can create the conditions for meaningful reflection to emerge within engineering curricula, offering practical insights and interdisciplinary perspectives.

In addition to the scientific programme, participants experienced the culture and hospitality of Tampere through a rich social programme, including a welcome reception



at Tampere City Hall, a traditional Finnish sauna experience, a rooftop networking event, karaoke activities, and visits to local cultural attractions, including the Moomin Museum.

Building on efforts initiated in previous years, SEFI continued to strengthen the inclusiveness and accessibility of its annual conference. Measures included personalised visa support, scholarships for participants from low-income countries, on-site childcare, confidential support provided by designated Persons of Trust, and dedicated quiet working spaces. Fragrance-free and Safer Spaces guidelines were actively

promoted, while the venue offered gender-neutral and accessible facilities, hearing-aid induction loops, accessible routes, water refill stations, and a variety of vegan and vegetarian catering options.

SEFI extends its sincere appreciation to the organising team at Tampere University, in particular Conference Chair **Hannu-Matti Järvinen** and Scientific Chair **Riikka Kangaslampi**, for their outstanding leadership and organisation, which contributed greatly to the success of the conference. The event once again demonstrated the strength, diversity, and collaborative spirit of the international engineering education community.

DOCTORAL SYMPOSIUM 2025

Kicking off the SEFI 2025 conference in Tampere in high gear, the **9th SEFI Doctoral Symposium in Engineering Education Research** was held on Sunday, 14 September 2025. Thirty PhD students took advantage of this opportunity to share and discuss their PhD work, expanding their professional networks. During an intensive full day with 21 established scholars, the PhD students not only received valuable feedback and new ideas regarding their PhD-studies but could also experience the welcoming atmosphere of the engineering education research community. Although SEFI is a European organisation, PhD students and seniors from Africa, Asia, Australia, and North America also participated.

In the doctoral symposium, different working formats are used to create a rich experience:

- Short pitches of the seniors, to get to know the well-established researchers,
- Small group discussions focusing on each student's PhD project,
- Speed-dating activities to grow each student's network,
- Presenting take-home messages, to ensure valuable lessons are learnt and shared.

The steady high number of participants is not only an indicator of the success of the SEFI Doctoral Symposium, but also of the growing maturity of the engineering education research field. The organisers were also delighted by the willingness – even



eagerness – of the seniors to participate in this event. These well-established researchers reported feeling honoured to share their experience and expertise with more junior researchers and appreciated the networking opportunities to identify new talent and strengthen their connections with other senior researchers.

The happy faces of the participants and the positive feedback received strengthen our enthusiasm and resolve to continue organising the Doctoral Symposium in the future. Moreover, the success of the series of Doctoral Symposia is demonstrated by the fact that previous participants as PhD students are now returning to the symposium as senior researchers, and that one

of the keynote speakers at the main SEFI conference has attended a previous symposium.

The Doctoral Symposium was proudly chaired by:

- **Jonte Bernhard**, Professor Emeritus, Deputy Editor of the *European Journal of Engineering Education*
- **Shannon Chance**, Professor, Deputy Editor of the *European Journal of Engineering Education*
- **Tinne De Laet**, Associate Professor, Chair of the *SEFI SIG Engineering Education Research*
- **Kristina Edström**, Professor, Editor-in-Chief of the *European Journal of Engineering Education*

SEFI LEONARDO DA VINCI MEDAL

In 2025, SEFI awarded its highest distinction, the **Leonardo da Vinci Medal**, to Professor **Arnold Pears**, Head of the Department of Learning in Engineering Sciences at KTH Royal Institute of Technology (Sweden), in recognition of his outstanding contributions to engineering education.

A leading international scholar in engineering education research,

Professor Pears has significantly advanced understanding of how students learn engineering and develop professional competencies. Through his research, publications, and leadership within organisations such as SEFI, IFIP, and the IEEE Education Society, he has had a lasting impact on engineering education worldwide.



MAFFIOLI AWARD 2025



The **Francesco Maffioli Award**, one of SEFI's highest distinctions, recognises excellence and innovation in engineering education. Named in honour of former SEFI President Professor Francesco Maffioli, the award celebrates educators and teams



who demonstrate outstanding creativity in teaching, curriculum development, and student learning.

In 2025, the award was presented to **Tom Børsen** (Aalborg University) in the individual category and to a **University**

College London (UCL) team led by **Fiona Truscott** in the group category.

Tom Børsen was recognised for his pioneering work in Technological Anthropology, which integrates ethical, societal, and cultural dimensions into engineering education, helping prepare graduates for the complex challenges of contemporary society.

The UCL team received the award for the Engineering Challenges Year 1 IEP Module, a transformative cross-faculty initiative that has enhanced the first-year student experience and gained recognition as an influential and transferable model for engineering education internationally.

Both award winners exemplify the spirit of the Francesco Maffioli Award through their commitment to creating innovative, inclusive, and impactful learning environments for future engineers.

SEFI FELLOWS 2025

As is tradition at the SEFI Annual Conference, the **SEFI Fellowships** were awarded to members whose contributions have had a lasting impact on engineering education and the organisation. In 2025, **Hannu-Matti Järvinen** and **Bente Nørgaard** were honoured with this distinction in recognition of their outstanding professional achievements and their long-standing commitment to the SEFI community.



Hannu-Matti Järvinen (Tampere University) was recognised for his exceptional leadership within SEFI and his significant contributions to software engineering and computer science education. During his tenure as Board Member, Vice President, and President, he played a key role in shaping SEFI's strategic development, guiding the organisation through important transitions and the challenges posed by the COVID-19 pandemic. He also made lasting contributions to SEFI conferences, including the introduction of the International Organising Committee, the strengthening of the review process, and the establishment of the Doctoral Symposium. His academic contributions and commitment to mentoring students and young researchers have had a lasting impact on engineering education in Finland and beyond.

Bente Nørgaard (Aalborg University) received the Fellowship in recognition of her distinguished contributions to Continuing Engineering Education, lifelong learning, Problem-Based Learning, and Work-Integrated Learning. A dedicated member of the SEFI community for 25 years, she chaired the SEFI Special Interest Group on Continuing Engineering Education and Lifelong Learning from 2015 to 2022 and has represented SEFI in international lifelong learning networks. Through her research, leadership of numerous national and international projects, and active engagement within SEFI, she has significantly advanced professional development and lifelong learning opportunities for engineers.



Both recipients exemplify the values of leadership, scholarship, service, and international collaboration that the SEFI Fellowship seeks to honour.

BEST PAPERS 2025

Best Student Paper

Anup Shrestha, Julia Sundman, Sudeep Lamsal, Josias Lång-Ritter, Maija Taka, Olli Varis (Aalto University, Finland; Sagarmatha Engineering College, Nepal)

Are disaster-prone countries' undergraduate students prepared? Insights from a civil engineering program in Nepal ([link](#))

Best Research Paper

Sandra Ileri Cruz Moreno, Shannon Chance (TU Dublin, Ireland)

Evolving gender dynamics in teamwork experiences among female engineering students in PBL settings ([link](#))

Best Practice Paper

Ruth Fisher, Divya Jayakumar Nair, Javier Videlo Mario, Shamim Aryampa (UNSW Sydney, Australia)

Reviewing reviews: Using multistage peer reviews to provide feedback and improve student learning ([link](#))

Susanne Ihsen Award

Eva Murphy, Mary Nolan, Mary Carden, Colin Keogh, Lizbeth Goodman, Atlantic Technological University; Sapien Innovation; University College Dublin, Ireland)

Inclusive by design: Embedding EDI in engineering through design thinking hackathons ([link](#))

GENERAL ASSEMBLY 2025

The SEFI General Assembly took place on 16 September at Tampere University, where members elected a new President, Vice-President, Treasurer, five new Board Members, and re-elected two Board Members.

President and Vice-President

Emanuela Tilley from University College London, was elected as SEFI President for the 2025–2027 term.

Johanna Naukkarinen from Lappeenranta

University of Technology, was elected Vice-President.

Newly Elected Board Members

The following members were elected to the SEFI Board of Directors:

- **Gabriela Achtenova**, Czech Technical University in Prague
- **Matteo Di Benedetti**, University of Sheffield
- **Christopher Smith**, Glasgow Caledonian University

- **Patricia Olga Caratozzolo Martellotti**, Tecnológico de Monterrey
- **Tatiana Vakhitova**, former Manager at Ansys

Treasurer

Raffaella Manzini (Università Carlo Cattaneo – LIUC) was elected Treasurer.

Re-Elected Board Members

The following Board Members were re-elected:

- **Sonia M. Gómez Puente**, Eindhoven University of Technology
- **Wojciech Sitek**, Silesian University of Technology

The complete and updated list of SEFI Board of Directors members, as well as the Chairs and Co-Chairs of the Special Interest Groups, is available [here](#).

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DEANS CONVENTION 2026 GLIWICE

The **SEFI European Convention of Engineering Deans (ECED) 2026** was hosted by the **Silesian University of Technology (SUT)** in Gliwice, Poland, from 25–27 May 2026. As SEFI’s flagship annual event for engineering deans and academic leaders, ECED provides a unique forum for strategic dialogue on the future of engineering education, enabling participants to discuss common challenges, exchange experiences, identify solutions, and strengthen professional networks across Europe and beyond.

Held under the theme “Engineering the Circular Transition: Digital, Sustainable & Human-Centric Futures”, the Convention brought together engineering deans, university leaders, industry representatives, students and stakeholders to explore how engineering education should respond to a rapidly changing world shaped by artificial intelligence, sustainability transitions, demographic shifts and geopolitical uncertainty. Hosted in a region undergoing a remarkable transition from a traditional coal-mining economy to a knowledge- and technology-driven ecosystem, SUT provided a fitting setting for discussions on the role of universities in driving societal and industrial transformation.

The three-day programme combined strategic discussions, industry engagement and peer exchange through a single-track format. Highlights included keynote addresses by **Virginijus Sinkevičius**, Member of the European Parliament and former European Commissioner for En-



vironment, Oceans and Fisheries, and **Artur Pollak**, CEO of APA Group. Participants also contributed to plenary panels on industry-academia collaboration, an interactive workshop on the circular transition, thematic leadership discussions for deans, a Student and Young Leaders Forum, and a Leadership Dialogue on alliances and leadership for a sustainable and human-centric engineering future. The Convention benefited from the active participation of SEFI Corporate Partners: Dassault Systemes and Mathworks, but also representatives from Boeing and IBM, alongside contributors from the EELISA European University Alliance and

the EURECA-PRO European University Alliance, strengthening the dialogue between engineering education, industry and innovation ecosystems across Europe.

Discussions highlighted the importance of investing in people, strengthening university-industry partnerships, promoting mobility across sectors, and ensuring that engineering education remains deeply human-centred while embracing digital transformation. The Convention concluded with the adoption of the “[Gliwice Gems](#),” reaffirming the crucial role of engineering schools in shaping sustainable, resilient and inclusive futures.

SEFI SUMMER SCHOOL ON ENGINEERING EDUCATION RESEARCH 2026

The fourth **SEFI Summer School on Engineering Education Research** was hosted by Aalborg University’s UNESCO Centre for Problem-Based Learning in Engineering Science and Sustainability in May 2026. Under the theme “*From Research to Impact: Crafting Creative Careers in EER*”, the summer school brought together 27 PhD candidates and early-career academics from universities across Europe and beyond for an intensive program of research development, critical reflection, and community building.

Structured around problem, project, and teamwork, the program used each participant’s research as its central basis for inquiry. Participants worked in six mentor-supported teams, where they shared current challenges, tested ideas, and received feedback from peers and experienced scholars. Sessions addressed how to frame a significant research problem, connect research questions with theory, methodology, data generation and analysis, and consider ethics and critical perspectives in engineering education research.

A dedicated methods day introduced quantitative research, Q methodology, high-quality research interviews, and mixed methods design. Participants were encouraged to relate each approach to the needs and potential contribution of their own projects. The program also connected research development with schol-



arly identity and career direction. Guided reflection and career design poster activities helped participants articulate their values, aspirations, intended impact, and next steps.

The final part of the summer school focused on publishing and participation in the wider EER community. An editors’ panel offered practical perspectives on peer review, strong journal submissions, revision, and rejection, while the poster walk and team reflections created space for exchange across institutions and re-

search traditions.

The summer school was supported by an international teaching and mentoring team together with Aalborg University scholars. By combining methodological learning, critical dialogue, peer collaboration, and professional reflection, the 2026 edition helped strengthen participants’ research projects while fostering collegial connections and a shared sense of belonging within SEFI’s international engineering education research community. [Read more here.](#)

SEFI REGIONAL EVENT 2026: EDUCATION FOR SUSTAINABLE DEVELOPMENT



On 18 and 19 of June 2026, the **Universidade de Aveiro** hosted the **SEFI Regional Event 2026**, gathering engineering educators and researchers to explore *Education For Sustainable Development* and the pedagogical and curricular transformations needed to address present and future global challenges. The event was organised within the scope of the exploratory project “eee4SD - empathic engineering education for sustainable de-

velopment”, doi: 10.54499/2023.13074. PEX - funded by Fundação para a Ciência e a Tecnologia.

The programme featured national and international invited speakers whose work spanned sustainability, empathy, and (more than) human-centred approaches in engineering: **Aida Guerra**, Aalborg UNESCO PBL Centre, and Co-chair of the SEFI SIG Sustainability; **Bárbara Coelho Gabriel**, **Robertt Valente**, &

Carla Ferreira, Universidade de Aveiro; **Jan Van Maele**, **Katrien Mertens**, & **Veerle Bloemen**, KU Leuven, UC Leuven-Limburg; **Aristides P. Carrillo-Fernandez**, PhD., Purdue University.

The final day featured two inspiring keynote lectures. The first, from **Diana Bairaktarova**, Virginia Tech and The Fulbright Program 2025/2026 U.S. Scholar to Bulgaria, focused on the *Art of Empathy in Engineering Education*. The second from **Emanuela Tilley**, UCL Centre for Engineering Education and SEFI – European Society for Engineering Education President, addressed *Transformative Leadership for Emotions & Sustainability in Engineering Education*. Both keynotes offered a powerful reminder that meaningful change happens when identity, emotion, ethics, and systemic transformation are understood as inseparable from engineering practice. [Read more here.](#)



SOCRATIC ROOTS, AI WINGS: TRANSFORMING PHYSICS AND ENGINEERING EDUCATION

The **13th Physics Teaching in Engineering Education (PTEE) Conference** was held in Poland from 27–29 May 2026, bringing together more than 50 participants from across Europe. PTEE is a bi-annual flagship event led by the Special Interest Group on Physics, chaired by **Arjan Lock** (The Hague University of Applied Sciences). This year the conference was hosted by **Katarzyna Rutkowska** and **Paweł Zabierowski** from Warsaw University of Technology, who built the conference programme around the theme *Socratic Roots – AI Wings: Transforming Physics and Engineering Education*.

The event opened with an informal social gathering at a local pub, where **Uwe**



Zimmerman (Uppsala University) set the tone for the conference with a presentation on the use of Manim to generate simulations for physics teaching. On the following day, **Katarzyna Potęga vel Żabik** from the Copernicus Science Centre in Warsaw delivered the opening plenary lecture, exploring the role of AI in STEM education and its relationship with instructional design.

The programme then continued with parallel sessions covering a wide range of topics, including AI applications, curriculum development, and laboratory teaching. On Friday, **Thomas LePetit** (Polytech

Nantes) delivered a plenary presentation on large-scale project-based learning, providing further inspiration for participants.

Across both days, afternoon workshops, poster sessions, and a guided tour of the university campus fostered lively exchanges and stimulating discussions among attendees. Overall, the conference was highly successful, combining a strong academic programme with excellent organisation and a welcoming, collaborative atmosphere that encouraged networking and the sharing of ideas.

SEFI ETHICS SPRING SYMPOSIUM BRINGING SCHOLARS AND EDUCATORS TOGETHER ON EMPATHY, CARE, AND ATTENTION



The SEFI Ethics Special Interest Group held its **7th Spring Symposium** from 20–24 April 2026 at the **National Ethnographic Museum of the Bulgarian Academy of Sciences** in Sofia, Bulgaria. Bringing together scholars and educators from across engineering ethics, philosophy, pedagogy, design, and sustainability, the symposium explored the theme of empathy, care, and attention in engineering education and practice.

The symposium was organised by the SEFI SIG Ethics co-chairs **Mircea Toboşaru** and **Diana Martin**, the SEFI Ethics SIG Assistant **Rozali Badaoui**, and the local host **Diana Bairaktarova**. The symposium created a reflective and interdisciplinary space for examining relational ethics in engineering education, with a programme that combined keynote lectures, panels, workshops, dialogue circles, and informal community-building activities. [Read more here.](#)

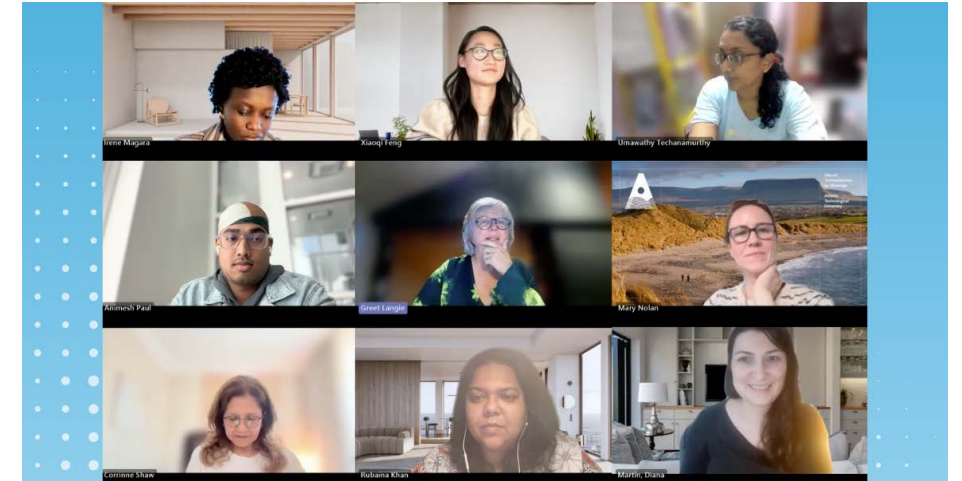


THE EARLY CAREER RESEARCHERS CLUB

The **SEFI Early Career Researchers' Club** is a year-long initiative designed to support, connect, and develop early-career researchers in engineering education research (EER). The Club, created in response to a need expressed by many early career researchers for a more continuous community in which relationships and conversations could develop over time, runs from October 2025 to September 2026 and brings together a cohort of approximately 20 PhD candidates, postdoctoral researchers, and other early-career colleagues from different countries and institutions. Through monthly guest-speaker sessions and quarterly small-group mentoring, the Club provides a space for professional learning, reflection, peer exchange, and community building.

The initiative has been led by **Xiaoqi Feng** and **Diana Martin**. Its design combines two complementary forms of engagement. Monthly thematic sessions enable participants to learn from experienced scholars and professionals with diverse roles in and beyond academia. Quarterly mentoring meetings place participants in small triads, each supported by an experienced EER scholar throughout the programme. Together, these activities create opportunities to gain practical knowledge, discuss challenges that are not always openly addressed in formal academic settings, and learn from both senior colleagues and peers.

The programme includes nine monthly sessions covering different stages and di-



mensions of an early EER career. Session topics include *Professional Trajectories and Career Planning*, *Using and Developing a Theoretical Lens*, *Ethical Considerations and Leveraging the Use of AI*, and *Communicating Research to a Broad Audience*.

Alongside the monthly programme, the commitment of the mentors has been central to the programme. Eight experienced scholars participated to mentor small triads of participants: **Muhsin Menekse**, **Le-lanie Smith**, **Diana Bairaktarova**, **Aditya Johri**, **Euan Lindsay**, **Susan Lord**, **Greet Langie**, and **Tom Børsen**. By meeting with the same small group throughout the programme, mentors can respond to participants' evolving questions and support more open, focused, and context-sensitive discussions than would normally be possible in a large event.

The potential impact of the Club lies

not only in the knowledge shared during individual sessions, but also in the relationships and sense of community developed across the programme. The combination of peer learning, access to experienced scholars, and continuing mentorship can strengthen participants' professional identities, confidence, networks, and capacity to make informed career decisions. In the longer term, the initiative may also support new collaborations, increase the visibility and participation of early-career researchers within SEFI, and contribute to a more connected, reflective, and inclusive international EER community.

The organisers are grateful to everyone who contributed to the initiative and hope that the relationships, ideas, and collaborations developed through the Club will continue beyond the formal programme. [Read more here.](#)

SEFI@WORK

SEFI@work delivered 13 webinars organised by eight Special Interest Groups and the European Journal of Engineering Education Editorial Team, reflecting the diversity and expertise of the SEFI community. Topics covered a wide range of key areas in engineering education, including sustainability, artificial intelligence, curriculum development, entrepreneurship, lifelong learning, diversity and inclusion, quality assurance, engineering skills, and research.

The programme attracted **1,432 registrations** and **649 attendees** (excluding speakers), demonstrating strong engagement and sustained interest from members across Europe and beyond. The most attended sessions focused on **sustainability, AI and Generation Z, and micro-credentials**, highlighting emerging priorities in engineering education.

By providing a year-round forum for sharing knowledge, discussing challenges, and exchanging good practices, SEFI@work continues to strengthen connections across the community and support the professional development of engineering educators, researchers, and practitioners. All sessions remain available on the [SEFI YouTube channel](#), extending their impact beyond the live events.

Competency Based Micro Credentials for Lifelong Learning
9:00–10:00 CET | 27 February 2026

Eugene Wong
Singapore Institute of Technology

Christopher Smith
Glasgow Caledonian University

Aniko Kalman
University of Nyíregyháza

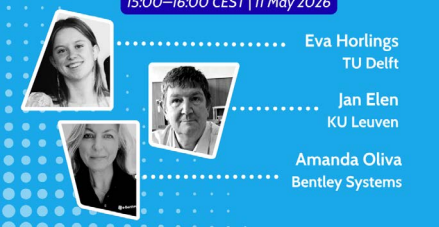


SEFI@work
Aligning with GenZ in the age of AI
Opportunities, challenges, best practices
15:00–16:00 CEST | 11 May 2026

Eva Horlings
TU Delft

Jan Elen
KU Leuven

Amanda Oliva
Bentley Systems



SEFI | s.e.e. Earth
EDUCATING FOR SUSTAINABILITY: BEYOND KNOWLEDGE AND TECHNOLOGY



FOUR YEARS OF INSPIRING CONVERSATIONS ON THE SEFI PODCAST FOR EUROPEAN ENGINEERING EDUCATORS

Throughout the past year the SEFI Podcast, produced and hosted by **Professor Neil Cooke** (University of Birmingham) and **Dr Natalie Wint** (University College London), continued to share knowledge and expertise on emerging topics in engineering education, helping those in the community to learn from and connect with like-minded souls. Now in its 4th year, with over 50 episodes, the podcast saw the launch of the *Research Spotlight* series, which featured interviews with the authors of winning papers from the SEFI 2025 Best Paper Awards. The Podcast also included interviews with students from BEST, and covered topics such as the globalisation of engineering education, interdisciplinary problem-based learning, and emotions and mental health.

Interesting statistics (as of July 2026)

- Downloads all time: 8,733 from 122 countries
- Downloads since SEFI 2025: 2,238 from 81 countries

Most popular episodes by year of release

- **2022:** #1 Roland Tormey from EPFL discusses ethics
- **2023:** #15 Mike Murphy from TU-Dublin Ireland on transformation
- **2024:** #24 Diana Martin from UCL (UK) on Intercultural ethics
- **2025:** #36 Kurt Coppens from KUL Belgium on Feedback Literacy

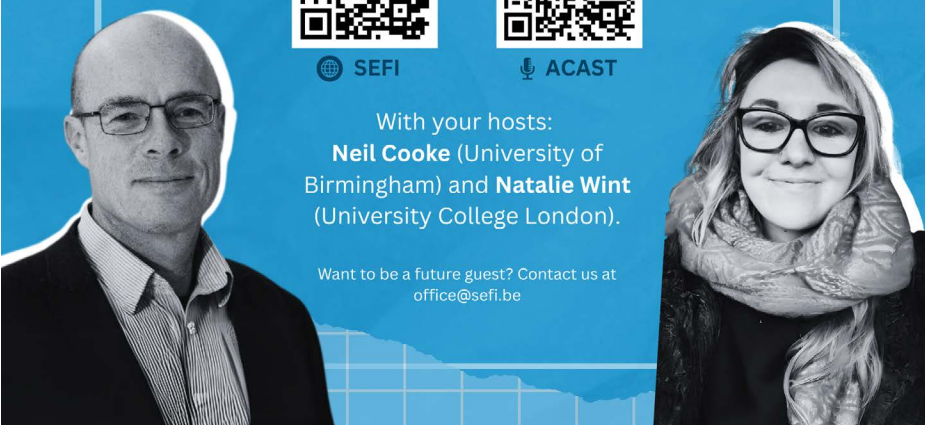
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With your hosts:
Neil Cooke (University of Birmingham) and **Natalie Wint** (University College London).

Want to be a future guest? Contact us at office@sefi.be



- **2026:** #43 Anette Kolmos and Henrik Worm Røuthe from Aalborg on Interdisciplinary PBL
- You can see the podcast articles and listen to all the episodes [here](#) as well as on all the usual platforms.

SEFI PUBLICATIONS

2025–2026



EUROPEAN JOURNAL OF ENGINEERING EDUCATION

European Engineering Educators

Academic year	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Submitted manuscripts (Regular)	197	218	212	228	274	285	291	287	354	404	880
Submitted manuscripts (To special issues)	65	74	56	2	35	43	0	30	80	31	3
Total submitted manuscripts	262	292	268	230	309	328	291	317	434	435	883

Submissions to the European Journal of Engineering Education (excluding submissions of revised manuscripts).

Submissions

During the academic year 2025/26, the number of manuscripts submitted to the European Journal of Engineering Education increased drastically to 883. During the same 12-month period, 114 papers were accepted.

Citation metrics

Both citation indices have increased. The development demonstrates the increasing impact of the journal as well as a healthy development of the field.

The **CiteScore** is higher than the **Journal Impact Factor (JIF)** for two reasons.

	2020	2021	2022	2023	2024	2025
Journal Impact Factor (Clarivate)	-	-	2.3	2.0	2.8	3.2
CiteScore (Scopus)	4.1 (Q2)	5.3 (Q2)	5.8 (Q2)	7.3 (Q2)	8.1 (Q1)	8.9 (Q1)

The **Journal Impact Factor (JIF)** (published by Clarivate) is the number of citations during 2025 to papers published in 2023 and 2024, divided by the total number of papers published in the same years. Citations are counted if they are from sources that themselves have a JIF.

The **CiteScore** (published by Scopus) is the number of citations received during 2022–2025, divided by the number of papers published in those four years. Citations are counted from sources that are themselves indexed in Scopus. Q1 refers to the top quartile of journals in the category Education (over 1600 journals).

CiteScore reflects a longer time window which better reflects the impact and citation patterns in this field, and Scopus has more comprehensive coverage of educational research and scholarship than the sources on which the JIF is based.

The JIF it is based on fewer publications passing through a shorter time window, and can therefore be expected to keep fluctuating.

Special Issues

The special issue on the theme *Interdisciplinary Learning and Transformation of Engineering Education* was published in

March 2026 as Issue 2, Volume 51. Guest editors were: **Karolina Doulougeri, Henrik Worm Routhé, Anette Kolmos, Jan van der Veen, and Amitava ‘Babi’ Mitra.**

Three further special issues are in the review process.

- **Sustainability in Engineering Education – Integration and Transformation Approaches**, guest edited by Anders Rosén, Ulrika Lundqvist, Ikateko Mathebula and Arjen Wals.
- **Emotions in Engineering Education – Widening perspectives in a rapidly growing field of research**, with Inês Direito and Johanna Lönngren leading a team of guest editors.
- **Metacognition, self-regulation, and socially shared regulation in engineering education**, with Tinne De Laet and Lynn van den Broeck leading the guest editor team.

Furthering the Field

Deputy Editor **Matheus de Andrade** is leading the initiative of the journal to support the quality of quantitative work in the

field of engineering education research. During the academic year 25/26, a webinar was given for authors, reviewers and editors. Recordings are available on [SEFI's YouTube channel](#).

- **Reporting Survey and Questionnaire Studies (Part 2)**, 8th October 2025 (watch recording here).

EJEE editors initiated and led a workshop at the SEFI conference in Tampere. Documentation is available in the proceedings.

- Reviewing manuscripts in engineering education journals – Joint reflections and advice (for reviewers), facilitated by a team of twelve editors representing the five leading journals in the field.

EJEE editors have also co-led and contributed to the **Doctoral Symposium in Engineering Education** at SEFI 2025 in Tampere, and contributed to the **SEFI Summer School 2026** organised by Aalborg University and SEFI.

News in the editorial team during 2025/26

Deputy Editor

A new Deputy Editor has been appointed:

- **Xiangyun Du** - Aalborg University, Denmark

Associate Editors

The following Associate Editors have finished their assignments, and we sincerely thank them for their dedication over the years:

- **Fiona Saunders** - Manchester Metro-

politan University, UK

- **Scott Daniel** - University of Technology Sydney, Australia
- **Lykke Bertel** - Aalborg University, Denmark
- **Muhsin Menekse** - Purdue University, USA
- **Ashish Agrawal** - Rochester Institute of Technology, USA
- **Jon-Erik Dahlin** - King's College, UK

Two new Associate Editors have been appointed:

- **Hanna Aarnio** - TU Eindhoven, The Netherlands
- **Anette Kolmos** - Aalborg University, Denmark

Editorial Board

We acknowledge the following member of the Editorial Board for their many years of service:

- **Mike Klassen** - University of Toronto, Canada

Two new members have been appointed to the Editorial Board:

- **Geir Øien** - NTNU, Norway
- **Balazs Nagy** - Budapest University of Technology and Economics, Hungary

Acknowledgements

On behalf of the journal, we sincerely thank the reviewers, who generously contribute their expertise to support the editors in making fair decisions and the authors in improving the manuscripts. We thank the authors whose high calibre work is what makes the journal. We also

gratefully acknowledge invaluable support from SEFI and Taylor & Francis.

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Best Paper Award

The EJEE Best Paper Award recognises both scholarly excellence and practical relevance in engineering education research. This year's winning paper, published in Volume 49 (2024), was presented at the SEFI 2025 Annual Conference in Tampere, Finland.

The Best Paper in EJEE Volume 49 is [Design of a simple rubric to peer-evaluate the teamwork skills of engineering students](#) – **Swapneel Thite, Jayashri Ravishankar, Inmaculada Tomeo-Reyes, Araceli Martinez Ortiz** (The University of New South Wales).

The awarded paper introduces the DRIVE teamwork rubric, a simple yet robust tool designed to support peer assessment of teamwork among engineering students. Developed through a comprehensive literature review and grounded in experiential learning theory, the rubric covers five key dimensions of effective collaboration.

What makes this contribution stand out is its ease of use, scientific validation, and practical impact. Educators and students alike can benefit from a reliable instrument that not only streamlines peer evaluation but also enhances awareness of essential teamwork skills.

Initial data analysis confirms the rubric's validity and reliability, and comparisons between peer and teaching assistant evaluations show that students can assess their peers with a high degree of accuracy – a promising step toward more inclusive and reflective learning environments.

SEFI JOURNAL OF ENGINEERING EDUCATION ADVANCEMENT



The SEFI Journal of Engineering Education Advancement (SEFI-JEEA) continued its development during 2026, entering its third year of publication following its launch in January 2024. Established as a complement to the European Journal of Engineering Education, the journal provides an open-access platform for practice-oriented scholarship, with a particular focus on teaching innovation, curriculum development, student support, and educational practice in engineering education.

Following the publication of Volume 2 (2025), which comprised 13 papers across two issues, the journal maintained

its upward trajectory in 2026. By the end of July 2026, Volume 3 had been launched, with Issue 1 publishing seven articles and Issue 2 already featuring two published papers, with additional contributions in the publication pipeline. The journal continues to attract growing interest from the engineering education community, with approximately 20 manuscripts under consideration, demonstrating a healthy and expanding submission base.

Submission numbers have shown steady growth since the journal's inception, increasing from 16 submissions in 2024 to 20 in 2025, with 16 submissions already received by July 2026. To support

this growth, the journal has continued to expand its reviewer pool and editorial capacity. While review activity has increased significantly, further efforts will focus on reducing review turnaround times and managing the growing volume of manuscripts under evaluation. The current mean time from submission to acceptance is 139 days, with a median of 98 days.

The journal's readership continues to develop positively. For papers available for at least six months, articles achieved an average of 250 abstract views and 194 full-paper downloads, demonstrating encouraging engagement with published content. These figures provide a strong

foundation for increasing the journal's visibility, influence, and future citation rates as awareness of the publication continues to grow within the international engineering education community.

Several important developments were undertaken during 2025-2026 to strengthen the journal's quality and reach. These included updates to author templates and reviewer guidance documents, continued growth of the editorial and review team, and outreach activities to support new contributors. In collaboration with the UK Engineering Education Research Network, a workshop was organised at the University of Sheffield, host of the 2027 SEFI Annual Conference, to encourage practitioner authors and recruit new reviewers. In addition, the journal's application for inclusion in the Directory of Open Access Journals (DOAJ) is currently under review, representing an important step towards enhanced visibility and recognition.

Looking ahead, the Editorial Board has identified several strategic priorities for 2026-2027. These include further

	Abstract	Full PDF
Mean number of downloads per paper*	250	194
Median number of downloads per paper*	213	160

* Data is shown for the 24 papers available for over 6 months.

strengthening the journal's profile within the engineering education community, securing inclusion in DOAJ and progressing towards indexing in major databases such as Scopus, increasing publication capacity to three issues annually from 2027, and continuing to expand the international editorial and reviewer network. Through these efforts, SEFI-JEEA aims to consolidate its position as a leading outlet for practice-based engineering education scholarship and innovation.

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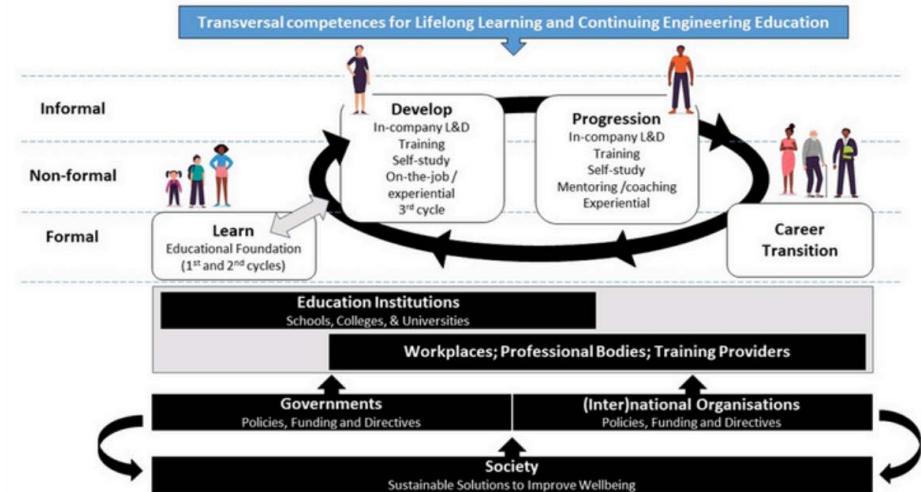
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POSITION PAPER: DRIVERS FOR LIFELONG LEARNING IN ENGINEERING EDUCATION

A significant milestone during the year was the publication of SEFI's position paper, *Drivers for Lifelong Learning in Engineering Education*, led by the **Continuing Engineering Education (CEE/LLL) Special Interest Group**.

The paper highlights the growing importance of lifelong learning in a context of rapid technological, societal, and economic change. While Europe counts millions of engineers and engineering students, it continues to face shortages of engineering talent and critical green and digital skills. The position paper argues that supporting engineers throughout their careers is therefore essential for competitiveness, innovation, and the successful achievement of sustainability goals.

Recognising that engineers may experience multiple career transitions over working lives spanning more than 40 years, the paper calls for a coordinated

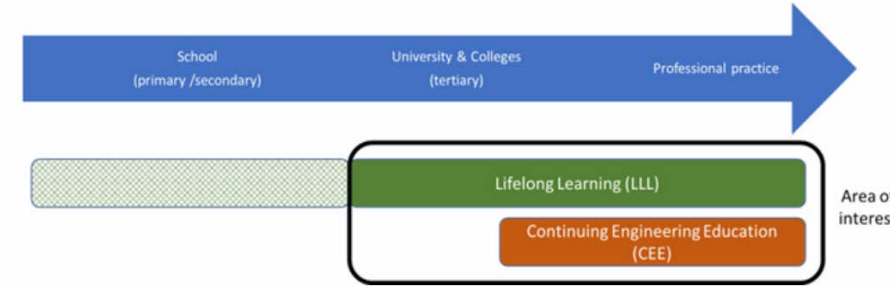


Interested groups in lifelong learning (continuing education) in engineering across an engineer's career, reflecting the different forms of learning (formal, informal and non-formal) that they engage in as part of their professional development (Images in figure designed by tartila / Freepik)

approach involving higher education institutions, employers, professional bodies, and policymakers. It positions lifelong learning as a shared responsibility and emphasises the need for flexible oppor-

tunities that enable engineers to continuously update their knowledge, skills, and competences.

The paper also outlines an ambitious role for SEFI in advancing the lifelong learning agenda, including fostering collaboration across stakeholders, sharing good practices, supporting educators, and promoting innovative approaches to upskilling and reskilling, including through digital technologies and AI. In doing so, it reaffirms SEFI's commitment to supporting responsible innovation, strengthening engineering expertise, and contributing to the achievement of the UN Sustainable Development Goals. [Read the paper here.](#)



Envisaged scope of focus for SEFI in Lifelong Learning and Continuing Engineering Education.



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SEFI SPECIAL INTEREST GROUPS (SIGS)



DIVERSITY, EQUITY AND INCLUSION

This past year the SEFI Special Interest Group on Diversity, Equity and Inclusion (DEI) continued its work to enhance the accessibility and inclusivity of SEFI conferences by collaborating with the organisers of the SEFI Annual Conference at the Czech University of Technology in Prague. The SIG contributed to the development of training for session chairs and established a shortlisting process for the Susanne Ihsen Award for Best Paper on Diversity and Inclusiveness. Building on the successful initiatives from 2024 and 2025, measures such as childcare provision and targeted scholarships for students and early-career researchers from EU widening and low- and lower-middle-income countries were maintained.

The SEFI Ally initiative was also implemented prior to the conference, alongside additional provisions including quiet spaces and keynote livestreams. Furthermore, evidence collected at the SEFI 2024 Annual Conference resulted in the publication *“Building inclusive engineering education conferences: a responsive approach to identifying and mitigating barriers”* in the European Journal of Engineering Education, and was further presented during a SEFI@work event on 19 February 2026.

These activities form part of the SIG’s ongoing three-year project aimed at fostering a more inclusive SEFI community. The upcoming special session at SEFI 2026, entitled “Community Building

around Research Career Challenges,” builds on the SIG’s work on how both the SIG and SEFI can support colleagues in the United States and other regions where DEI-related work and research are not viewed positively. In collaboration with the Capacity Building SIG, this work has been broadened to support researchers encountering unexpected difficulties in their careers.

Co-Chairs

Fiona Truscot

Chika Nweke

University College London

Joelyn de Lima

École Polytechnique Fédérale de Lausanne

MATHEMATICS

During 2025–2026, the SEFI Mathematics Special Interest Group (MSIG) consolidated its role as a European forum for mathematics education in engineering by combining strategic planning, community building, and project-based collaboration. The Steering Committee met in Prague in November 2025, approved a comprehensive work plan, distributed responsibilities, and prepared dissemination material for SEFI communication channels.

A major achievement was the formal preparation of the **23rd SEFI Mathematics SIG Seminar**, to be hosted by Delft

University of Technology from 30 June to 2 July 2027. Save the date!

The SIG also strengthened its visibility and contribution to the SEFI community through regular updates of the MSIG webpage, support for SEFI 2026 paper submissions, and the welcoming of new members. Alongside these activities, members contributed to four Erasmus+ proposals and to the BIP “Problem Solving and Artificial Intelligence”, organised by the Polytechnic University of Coimbra with the University Mediterranea of Reggio Calabria. The year also marked

the conclusion of collaborative projects such as MathDigger, GIRLS and the CEE-PUS Active Methods project, as well as ongoing work on a common first-year mathematics syllabus for engineering. Together, these actions reinforce MSIG’s commitment to high-quality, innovative and inclusive mathematics education for engineering students across Europe.

Chair

Deolinda Dias Rasteiro

ISEC Coimbra

PHYSICS

The SEFI Special Interest Group of Physics assembles approximately 45 physicists who teach physics to engineering students. Physics teachers encounter similar challenges, irrespective of the country and the educational level. Developments in the field of physics education research and different solutions to and experiences from a variety of educational

challenges (both on lecturing as well as on lab work) are shared among the group members on a regular basis.

The SIG's main activity is the organisation of the biennial **Physics Teaching in Engineering Education Conference (PTEE)**. Last May, this conference was organised by Warsaw University of Technology in Poland. The theme was *Socratic*

During the year, the Digital Learning SIG focused on strengthening its foundation and growing its community. Key achievements included refreshing and expanding the membership list, updating communication channels, creating a dedicated website to support the SIG's activities, and establishing an action log to improve coordination and continuity.

Looking ahead, the SIG is developing a repository of Open Educational Resources (OERs) to support the sharing of teaching materials and good practices across the SEFI community. Preparations are also underway for the 2026 annual workshop, which will help define the SIG's priorities and objectives for the coming year.

These efforts position the SIG to

CAPACITY BUILDING

The Capacity Building SIG continued to strengthen its role in fostering community building and scholarship within SEFI. A major milestone this year was the launch of the **SEFI Early Career Researchers' Club**, led by **Xiaoqi Feng** and **Diana Martin**. Running for the first time in the 2025–2026 academic year, the initiative brings together PhD researchers and recent graduates through monthly sessions with experienced academics and a dedicated mentoring scheme (see page 17).

Collaboration remained a central focus of the SIG's activities. The SIG contributed to the SEFI PhD Summer School, co-organised a pre-conference event with the Diversity, Equity and Inclusion SIG, and worked closely with the Continuing Engineering Education and Lifelong Learning SIG and the Engineering Skills SIG on a research project exploring just-in-time learning, which will be presented at the 2026 SEFI Annual Conference.

The SIG also continued its research

Roots - AI Wings: Transforming Physics and Engineering Education and 50 participants from all over Europe attended this conference (see page 15).

Chair

Arjan Lock

The Hague University of Applied Sciences

DIGITAL LEARNING

further support engineering educators in navigating emerging trends in digital learning, including AI, online learning, and innovative educational technologies.

Co-Chairs

Mikko Nurminen

Tampere University

Andrew Garrard

The University of Sheffield

into capacity-building practices across universities, with the aim of identifying barriers and enablers to participation in teacher development and supporting more effective professional learning opportunities for engineering educators.

Co-Chairs

Jenny Griffiths

University College London

Madeline Polmear

King's College London

ENGINEERING ETHICS

The publication of the *Routledge International Handbook of Engineering Ethics Education* remains one of the Ethics SIG's most significant collective achievements. Bringing together more than 100 scholars and practitioners from across the globe, the handbook represents a major collaborative effort and is making a lasting contribution to the field of engineering ethics education.

The SIG also takes great pride in its annual **SEFI Ethics SIG Symposium**, which continues to provide a rich forum for scholarly exchange, community building, and the welcoming of new members. In 2026, the Symposium was

held in Sofia, Bulgaria (20–24 April 2026) and explored the theme *“Empathy, Care, and Attention.”*

The SIG also continues to lead and contribute to a diverse portfolio of collaborative, community-based research projects, including Truth in Engineering and AI (2025–present), Bridging the Gap: Integrating Gender-Sensitive Design into Engineering Education for Built Environments (2025–present), Epistemology of Engineering Education (2024–present), Capacity Development in Eastern Europe (2022–present), Policy and Accreditation (2021–present), and the ongoing dissemination and development of the Routledge

Handbook of Engineering Ethics Education (2021–present). These projects reflect the SIG's commitment to addressing emerging challenges and advancing research at the intersection of ethics, engineering, and society.

Co-Chairs

Diana Martin

University College London

Mircea Tobosaru

National University of Science and Technology POLITEHNICA Bucharest

ATTRACTIVENESS

The SEFI SIG on Attractiveness of Engineering continued to strengthen its contribution to engineering education by fostering collaboration among SIG members and beyond, generating new research through joint paper writing, and building strategic partnerships. A major highlight was the recognition of a SIG-authored paper that was shortlisted for both the SEFI Best Research Paper Award and the Susanna Ihsen Award at the SEFI 2025 Annual Conference, underlining the quality and relevance of the SIG's work on attractiveness, inclusion, and participation in engineering.

The SIG also expanded its external engagement through a new partnership

with the EU STEM Coalition, resulting in SEFI becoming an official member of the network (see page 38). This partnership opens new opportunities for collaboration, knowledge exchange, and the dissemination of good practices across Europe. In parallel, the SIG facilitated dialogue between academia and industry on attracting the next generation of engineers. A dedicated SEFI@work webinar on communicating with and responding to the expectations of Gen Z stimulated valuable discussions on future-oriented approaches to engineering education and engineering careers.

In addition, the SIG launched an exploratory initiative on mentoring as

a means of enhancing both the attractiveness of engineering and students' sense of belonging. Eight members participated in a series of meetings that led to the development of a workshop proposal for the SEFI Annual Conference and generated momentum for future collaboration with the SIG on Diversity, Equity and Inclusion (DEI). Collectively, these activities have strengthened the SIG's visibility, fostered community engagement, and increased its potential for future impact.

Co-Chairs

Hanne Deprez

Sofie Craps

KU Leuven

CURRICULUM DEVELOPMENT

The Curriculum Development SIG focused on supporting engineering educators in addressing curriculum transformation through practical tools, frameworks, and examples of innovative practice. Much of this work was delivered through a series of highly successful SEFI@work webinars.

Key activities included a webinar on *Integrated Engineering Curricula*, which brought together international experts to explore leading approaches to integrated curriculum design and the embedding of themes such as diversity, equity, and in-

clusion, industry engagement, and mission-driven assessment. The SIG also collaborated with the creators of the ABC Learning Design Method to introduce educators to a practical and open-access framework for the rapid design and redesign of modules, programmes, and multi-disciplinary curricula.

In partnership with Engineers Without Borders UK, the SIG organised a session on curriculum relevance for the 21st century, highlighting tools such as the Reimagined Degree Map and the Engineering for

People Design Challenge. The webinar explored how social responsibility, sustainability, and ethical decision-making can be embedded within engineering education.

Through these activities, the SIG continued to provide practical support and inspiration for educators seeking to develop future-oriented engineering curricula.

Co-Chairs

John Mitchell

Rola Saad

University College London

CONTINUING EDUCATION AND LIFELONG LEARNING

The CEE/LLL SIG continued to advance SEFI's work on lifelong learning and continuing engineering education, maintaining an active community that supports the exchange of practices, research collaboration, and the development of new partnerships across the engineering education ecosystem.

A major achievement during the year was the publication of the SEFI position paper, *Drivers for Lifelong Learning in Engineering Education*, which sets out SEFI's vision and recommendations for strengthening lifelong learning in response to evolving societal, technological, and workforce needs (see page 26).

The SIG also contributed to professional development activities through a SEFI@work webinar on *Competency-Based Micro-Credentials for Lifelong*

Learning, presented by **Prof. Eugene Wong** (Singapore Institute of Technology), which attracted strong interest from the community.

International collaboration remained a key priority. SIG members were actively involved in the IACEE Workshops held alongside the EUECEN Conference in Cagliari, Italy, further strengthening SEFI's relationships with partner organisations in the lifelong learning field.

Research activities expanded throughout the year, focusing on the development of a taxonomy for Continuing Engineering Education, staff development and capacity building for educators, and joint initiatives with the Engineering Skills and Capacity Building SIGs on topics related to lifelong learning.



Co-Chairs

Anikó Kalman

Technical University of Budapest & University of Nyíregyháza

Chris Smith

Glasgow Caledonian University

ENGINEERING SKILLS

The Engineering Skills SIG has had another productive and collaborative year, marked by key milestones and strong community engagement. A major highlight is the near completion of the *SEFI Handbook on Engineering Skills*, led by **Gillian Saunders-Smiths, Lynn Van den Broeck**, and **Thies Johannsen**, with contributions from an international team of 155 authors. The project is supported by editors and SIG members **Esther Perea Borobio, Neil Cooke, Jenny Griffiths, Abel Nyamapfene, Emanuela Tilley, Helena Kovacs, Kurt Coppens**, and **Matteo Di Benedetti**. The handbook will be officially launched at the SEFI Annual Conference 2026 in Prague. The SIG

will also organise a dedicated workshop at the conference focused on the handbook.

Engagement activities have remained central to the SIG's work. Monthly meetings continue to foster exchange among members, alongside ongoing contributions to the European Engineering Educators Podcast. In addition, a well-attended SEFI@work webinar on the *SEFI Position Paper Complementing the Conventional: Engineering Competencies and Skills for an Uncertain Future* facilitated dialogue with industry stakeholders and highlighted the potential for a follow-up position paper on engineering skills that incorporates industry perspectives.

The SIG has also strengthened cross-SIG collaboration through the Just-in-Time Lifelong Learning project, developed in partnership with the Lifelong Learning (LLL) and Capacity Building SIGs. This initiative explores incidental learning in professional practice and includes a survey that will inform an upcoming joint publication, to be presented at SEFI 2026 Annual Conference.

Co-Chairs

Neil Cooke

The University of Birmingham

Lynn Van den Broeck

KU Leuven

NEW: ENTREPRENEURSHIP IN ENGINEERING EDUCATION

Since its launch following the 2025 SEFI Annual Conference in Tampere, the most significant achievement of the SEFI Special Interest Group on Entrepreneurship in Engineering Education has been its very establishment, filling a clear and timely gap within the SEFI ecosystem. By formally creating this SIG, a dedicated platform has been provided to bring together educators, researchers, and practitioners who share a common goal: embedding entrepreneurial thinking and innovation-driven approaches into engi-

neering education. The foundation of the SIG itself has already catalyzed new conversations, collaborations, and visibility for this important domain.

Building on this strong start, the SIG has rapidly grown into an active and engaged community. It has initiated knowledge exchange through webinars, highlighting emerging practices. The SIG has also contributed to shaping SEFI's forward-looking agenda by advocating for entrepreneurship as a key competence for future engineers. Early collaborations

with other SIGs and the exploration of Erasmus+ initiative further demonstrate its momentum. Overall, the SIG represents a dynamic and inclusive hub, positioning entrepreneurship as a central pillar in advancing innovative, impactful, and socially responsive engineering education across Europe.

Chair

Asif Khan

Saxion University of Applied Sciences

QUALITY ASSURANCE AND ACCREDITATION

The SIG has made significant progress in advancing international engineering education, quality assurance, accreditation, and professional recognition. It strengthened collaboration among SEFI, ENAEE, and global stakeholders, promoting the value of the EUR-ACE label as a benchmark for programme quality, international recognition, and graduate mobility. A major achievement was the successful delivery of a SEFI@work webinar on the International Professional Engineering Educator Registry (IPEER), which raised awareness of the world's only internationally recognised professional credential for engineering educators aligned with UN/ILO occupational standards. The SIG also collaborated with the Sustainability SIG

to deliver an online workshop exploring how accreditation can act as a catalyst for embedding sustainability and socio-emotional competencies within engineering curricula, demonstrating the strategic role of quality assurance in addressing emerging societal challenges.

A key highlight of the year was the SIG's contribution to EUR-ACE Connect 2026 in Istanbul, Türkiye, which brought together more than 100 delegates from over 50 accredited institutions to exchange best practices and strengthen international partnerships. The SIG continued to represent SEFI in ENAEE activities, ensuring that the voice of the engineering education community contributes to shaping future developments in ac-

creditation. Looking ahead, the SIG will host a dedicated workshop at the 2026 SEFI Annual Conference in Prague on the implications of artificial intelligence for quality assurance and accreditation. In addition, it will initiate the development of a SEFI QA&A Handbook to provide practical guidance on accreditation and quality assurance frameworks.

Co-Chairs

Jose Carlos Quadrado
ENAEE

Raja Toqeer

The University of Sheffield

SUSTAINABILITY

This year, the Sustainability SIG organised Sustainability@Scale, led by Valentina Rossi and supported by Sarah Hitt, which engaged SIG members through workshops, co-creation activities, collaborative projects, and a workshop at the SIG Annual Conference. The SIG also hosted SEE Earth, which brought together perspectives and strategies from different world regions, particularly Europe and North America, and promoted international dialogue and knowledge exchange on sustainability in engineering education. By addressing topics such as empathy, quality standards, and accreditation,

the Sustainability SIG events support SEFI's commitment to improving engineering education, fostering innovation, and preparing engineers to address complex societal and global challenges in a sustainable manner. It also reinforces SEFI's focus on international cooperation, inclusivity, and the development of future-oriented engineering education.

The main achievements in 2026 were the growth in SIG membership and increased participation in SIG activities. In addition, activities were organized online and kept to a maximum duration of two hours. The purpose for such strategy is to

no compete with other activities organized by other SIG groups, namely summer and spring schools, whilst being inclusive for those who cannot be present in person activities due to several reasons.

Co-Chairs

Aida Guerra
University of Aalborg

André Baier

Technische Universität Berlin

ENGINEERING EDUCATION RESEARCH

In the last year, the SEFI's SIG on Engineering Education Research (EER) continued its activity to further develop the engineering education research field, and hereby engineering education as a whole, in Europe.

The first set of activities were traditionally concentrated around the Annual SEFI conference, which in 2025 was hosted by Tampere University, Tampere, Finland. The SIG, represented by Jonte Bernhard, Kristina Edström, Shannon Chance, and Tinne De Laet organized the 9th edition of the pre-conference doctoral symposium, bringing together 31 PhD students in engineering education with

18 established EER researchers. Our SIG will organize the 10th edition of the doctoral symposium at the Annual SEFI conference in Prague, Czech Republic.

Beside an open meeting, the SIG organized a workshop around "Decisions, decisions: Methodological approaches in Engineering Education Research", hosted by Esther Ventura-Medina, Tinne De Laet, Matheus de Andrade, Shannon Chance, and Jonte Bernhard.

Supported by our SIG, the fourth edition of the SEFI PhD summer was organized by Aalborg University, Denmark. Our SIG continues to monitor and support this important activity throughout the future.

We believe that the activities we supported and especially the doctoral symposium, the webinar series, and SEFI Summer school are a strong support for the future of engineering education research.

Next year, the SIG will continue to build around its core activities to pave the way to a more intensive engineering education research community with broader participation.

Co-Chairs

Tinne De Laet
KU Leuven

Esther Ventura-Medina

TU Eindhoven



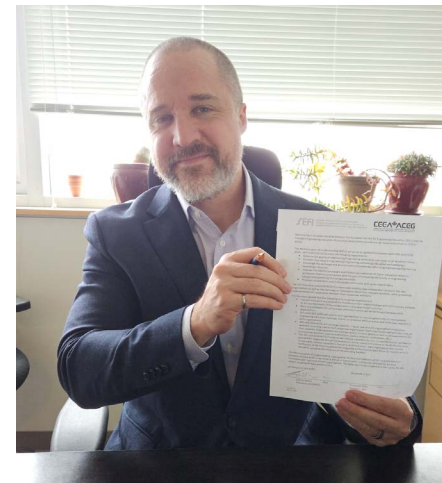
SEFI COOPERATION AND PARTNERSHIPS

2025–2026



COLLABORATING FOR EXCELLENCE IN ENGINEERING EDUCATION

At the SEFI 2025 Annual Conference in Tampere, SEFI revived its collaboration with the [International Society for Engineering Pedagogy \(IGIP\)](#) by signing a Memorandum of Understanding. Signed by IGIP President **Tiia Rütömann** and then SEFI President **Balázs Vince Nagy**, the agreement reinforces a shared commitment to improving higher engineering education, fostering innovation in teaching and learning, strengthening international collaboration, and promoting the exchange of best practices across the global engineering education community.



Building on this momentum, in May 2026 SEFI further expanded its global partnerships as President **Emanuela Tilley** and [Canadian Engineering Education Association \(CEEA-ACÉG\)](#) President **Gabriel Potvin** signed a new MoU — albeit remotely. As two of the world's leading organisations dedicated to the advancement of engineering pedagogy, SEFI and CEEA-ACÉG both strive to prepare the next generation of engineers to solve complex, global challenges. This formal agreement strengthens the ties between European and Canadian institutions, faculty, and researchers.

SEFI JOINS THE EU STEM COALITION

In April 2026 SEFI Vice-president **Johanna Naukkarinen** from LUT, Finland, travelled to Turkey to introduce SEFI as one of the newest members of the EU STEM Coalition at their 2026 General Assembly. The **EU STEM Coalition** is an EU-wide network that works to build better Science, Technology, Engineering, Mathematics (STEM) education in Europe.

By joining this platform, we look forward to creating new synergies and unlocking collaborative opportunities that bridge the gap between policy, industry, and education. Together, we will work toward our shared goal of educating the next generation of responsible and resilient engineers so that they are equipped to tackle global challenges.



SEFI WAS THERE

- **World Engineering Education Forum**, Daegu, KO
- **ESTIEM 71st Council Meeting**, Niš, Serbia
- **International Conference on Interactive Collaborative Learning (ICL) 2025**, Budapest, HU
- **European Civil Engineering Education and Training Association Conference (EUCEET) 2025**, Budapest, HU
- **International Conference on Science, Technology, and Education Policy (iSTEP) 2025**, Hangzhou, CN
- **EUT+ University Alliance Forum**, Riga, LT
- **2025 Workshop on Engineering Ethics Education** by JSEE, Tokyo, JP
- **EU STEM Coalition General Assembly**, Istanbul, TR
- **EUR-ACE Connect Forum**, Istanbul Technical University, TR
- **Engineers Europe - Engineering Skills Council Meetings**, Brussels, BE
- **ESTIEM 72nd Council Meeting**, Boğaziçi University, Istanbul, TR
- **EU4Dual University Alliance - Annual Conference**, Heilbronn, DE
- **Fórum Educação em Engenharia**, University of Aveiro, PT
- **BEST Symposia on Education** in Madrid ES, Porto PT, and Aalborg DK

In parallel, SEFI maintains strong involvement in European and EU-funded collaborations that advance the quality and inclusiveness of engineering education. As an associate or cooperating partner, SEFI contributes to initiatives such as:

- **TRAINeng-PDP**: Training Engineers for Lifelong Learning through a Personal Development Process.
- **In-4-STEM**: Developing innovative interventions to improve the social and academic integration of STEM university students.
- **ENHANCE**: The European Universities of Technology Alliance.
- **EuroTeQ Engineering Campus**: A European Universities Initiative bringing together leading universities of science and technology across Europe.

CORPORATE PARTNERS



AI-POWERED SIMULATION IN ACADEMIA

Disruptive. Unprecedented. Unpredictable. Unreliable. Transformative. Artificial intelligence, in its various guises, is triggering a definitive shift in education. The way students learn, how educators teach, what they teach and how researchers tackle complex problems are in flux. Universities are now adapting, by finding ways to ethically adopt AI-powered tools with the aim of improving learning outcomes, enhancing job prospects and accelerating research.

Ansys (Part of Synopsys) is working to help bridge the gap between this new world of AI-powered engineering and ‘traditional’ engineering education. How? By merging physics-based simulation with artificial intelligence, which will enable students and researchers to explore wider design spaces through increased

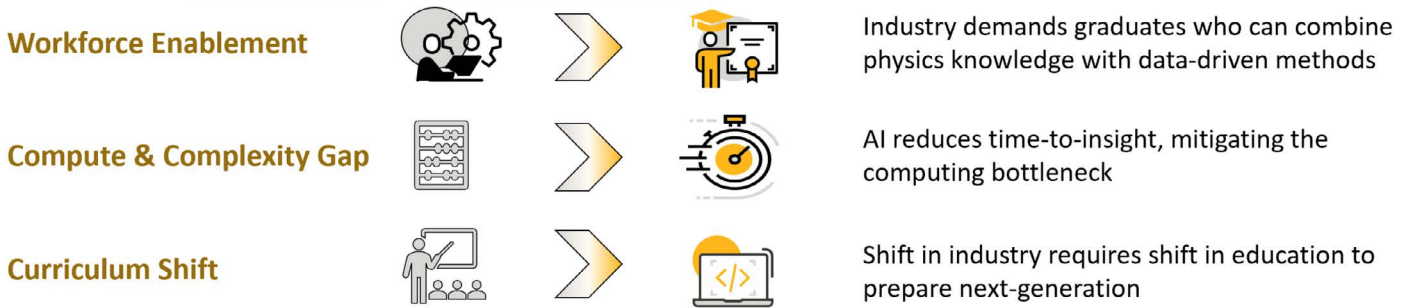
iterations, accelerating learning and innovation. Rather than replacing simulation, AI is leveraged to enhance it by reducing the time required for analysis, creating surrogate models, and supporting faster iterations while not losing sight of the accuracy and scientific rigour of physics-based engineering workflows.

Universities can integrate AI-assisted modelling, design optimization, and simulation acceleration into existing courses and reduce the barriers to entry for students. These capabilities could allow educators to spend less time teaching software mechanics and more time focusing on engineering principles, critical thinking, and design decisions. Tools such as Ansys SimAI for surrogate modelling, PyAnsys to build customised AI and machine-learning models, as well as AI cop-

lots to streamline workflows are available to be deployed in teaching and research. When used with human insight, experience and verification, these technologies can help students develop skills in computational thinking and multidisciplinary problem-solving. These capabilities that are increasingly essential for the next generation of engineers.

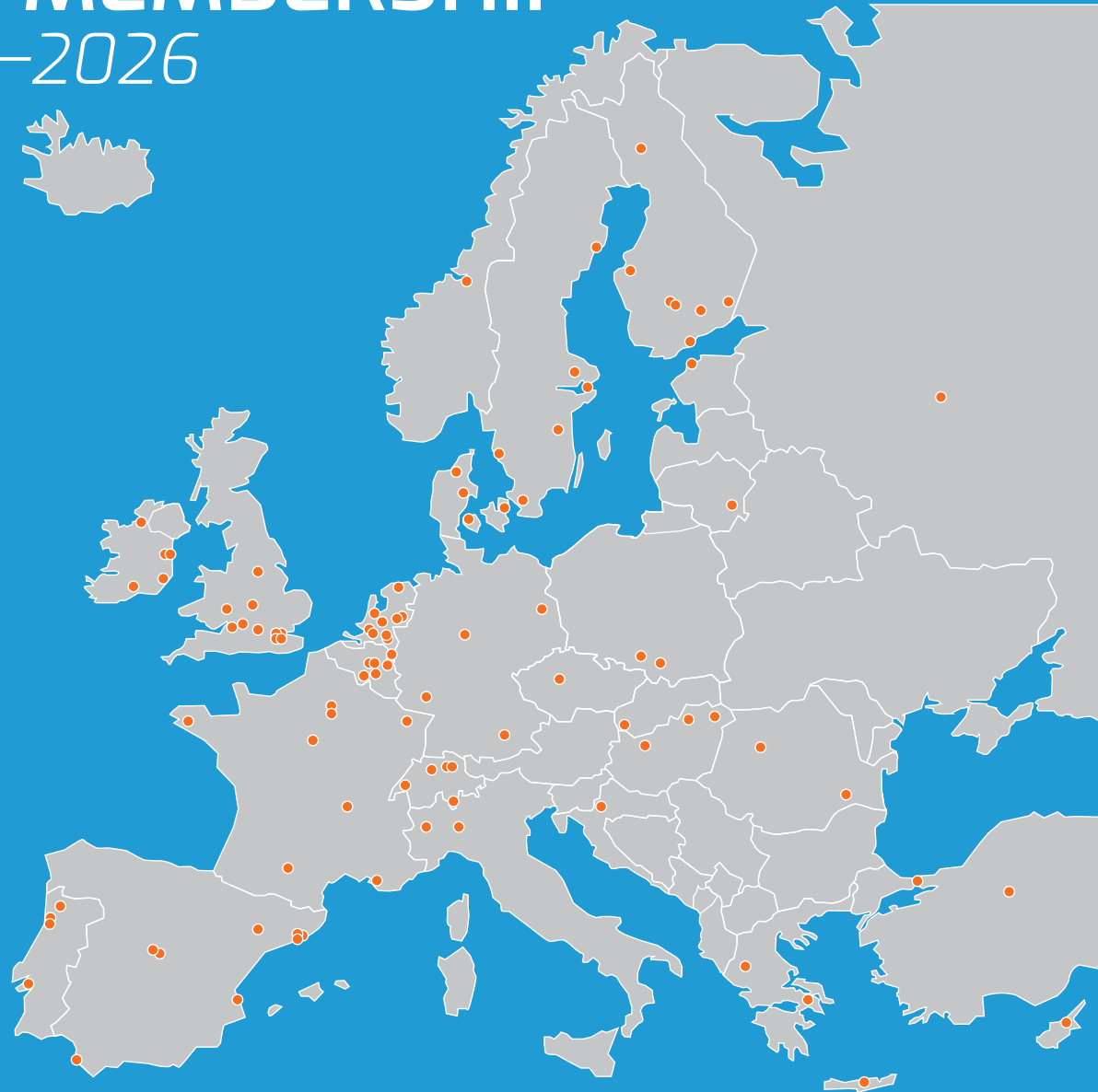
What does this actually look like in real-life classroom scenarios, students’ skills and workplace readiness? At the moment we have some, but not enough data points to draw conclusions make detailed recommendations. We would value the opportunity to collaborate with SEFI members to better understand the tangible impacts of AI-powered simulation in higher education.

Engineering Education In Transition



SEFI MEMBERSHIP

2025–2026



SEFI Institutional Members 2026

NEW MEMBERS 2025–2026

INSTITUTIONAL

Croatia: University of Zagreb - Faculty of Electrical Engineering and Computing; **Hungary:** University of Nyíregyháza; **Netherlands:** Maastricht University; **Portugal:** University of Porto - Faculty of Engineering; **United Kingdom:** University of the West of England - Bristol School of Engineering; Dyson Institute of Engineering and Technology.

INDUSTRIAL

Bentley (upgrade to Corporate Partner), The Global Learning Expedition (Corporate Members)

INDIVIDUAL

Australia: Tom Goldfinch (University of Sydney), Anthony Richards (University of South Australia); **Belgium:** Marjan Babaie (University of Antwerp), Jamal El Mansour (Université Libre de Bruxelles); **Canada:** Robert Irish (University of Toronto); **China:** YingYing Qiao (Zhejiang University); **Finland:** Anne-Marie Tuomala (LAB University of Applied Sciences); **Germany:** Thorsten Jungmann (Bielefeld University of Applied Sciences), Andrea Dederichs-Koch (FOM University of Applied Sciences); **Greece:** Serafeim Triantafyllou (Aristotle University of Thessaloniki); **Ireland:** Anne Graham Cagney (SETU); **Morocco:** Naima Elouarchani (Institute National Des Postes And Telecommunications); **Netherlands:** Gavin Phillips (Maastricht University); **Nigeria:** Ifeatu Orah; **Norway:** Morten Brekke (University of Adger); **Philippines:** Alexa Ray Fernando (National University Philippines), Geo Albert Bravo (National University Philippines); **Portugal:** Ines Direito (University of Aveiro); **Qatar:** Faris TARLOCHAN (Qatar University); **Spain:** Antoni Perez-Poch (UPC), Jordi Segalas (UPC); **Sweden:** Johanna Lönngren (Umeå University); **United Arab Emirates:** Zakaria Khan; **United Kingdom:** Esther Perea Borobio (Ravensbourne University London), Demetrios Venetsanos (Imperial College London), Tatiana Vakhitova, Kepa Mendibil (University of Strathclyde), Mahmood Anwar (Glasgow Caledonian University); **United States of America:** Michelle Jarvie Eggart (Michigan Technological University), Rachel Higbee (Purdue University), Aaroh Swarup (Virginia Tech), Emily Buten (University of Michigan), Soma Chakrabarti, Amy Moore (SUNY & University at Buffalo), Gary Downey (Virginia Tech).

INSTITUTIONAL MEMBERS

Belgium: Hasselt University, Université Catholique de Louvain, Université de Mons, Gembloux Agro-Bio Tech – Université de Liège, KU Leuven; **Croatia:** University of Zagreb - Faculty of Electrical Engineering and Computing; **Czech Republic:** Czech Technical University in Prague; **Denmark:** Aarhus University, Technical University of Denmark, University of Aalborg, University of Southern Denmark; **Estonia:** Tallinn University of Technology; **Finland:** Högskolan ARCADA Ab, Lapland University of Applied Sciences, Tampere University; Lappeenranta University of Technology, Tampere University of Applied Sciences, LAB University of Applied Sciences; **France:** ISAE-Supméca, ENSTA - Institut Polytechnique de Paris, Ecole Polytechnique de l'Université d'Orléans, Toulouse INP - ENSIACET, Ecole Centrale de Marseille, CY Cergy Paris Université, INSA Hauts-de-France, Clermont Auvergne INP; **Germany:** Technische Universität Berlin, Technische Universität Braunschweig, University of Applied Sciences Mannheim, Technical University of Munich; **Greece:** Mediterranean College, University of Ioannina, Technical University of Crete; **Hungary:** University of Nyíregyháza, Budapest University of Technology and Economics, University of Miskolc; **Ireland:** South East Technological University (SETU), Atlantic Technological University - Sligo (ATU Sligo), Dublin City University, Munster Technological University, Technological University Dublin; **Italy:** Università Carlo Cattaneo - LIUC - School of Industrial Engineering, Politecnico di Torino; **Lithuania:** Kaunas University of Technology; **Netherlands:** Maastricht University, Utrecht University of Applied Sciences, Delft University of Technology, Technische Universiteit Eindhoven, Universiteit Twente, Fontys Hogescholen, Saxion Hogeschool, Wageningen University

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