

Liberal Education/Engineering & Society (LEES) Division Call for Papers

The Liberal Education/Engineering & Society (LEES) Division invites abstracts for papers and poster proposals for full sessions, panel discussions, workshops, and non-traditional session formats for the [ASEE Annual Conference](#), June 25 – 28, 2023 in Baltimore, MD. LEES is interested in the role of the humanities, arts, social sciences, identity studies, and communication in engineering education, and with the role of engineering in broad and relevant liberal education. LEES welcomes proposals related to any of the diverse areas falling within the scope of our division, including but not limited to: critical analysis of social and ethical dimensions of technoscience; situation of engineering within larger social, historical, political, and cultural contexts; course- and curricular-level integration of engineering and the humanities, arts, and social sciences; and development, study, and transformation of engineering education programs.

LEES welcomes papers on any topic pertaining to the broader division goals, but is especially encouraging papers pertaining to the following specific themes for the 2023 conference. Engineering processes and products are value-laden; work in LEES calls attention to implicit and explicit values in engineering education.

- 1. Liberatory Engineering Education /Centering Justice in Engineering Education:** We seek stories of efforts to ensure that engineering education advances values of justice: anti-racism, anti-sexism, anti-homophobia; social, economic, and environmental justice. Efforts centering justice and liberation are distinct from conservative/assimilationist structures that maintain the status quo. Explorations of practicing and theorizing for community organizing, activism, reflection, dialogue, and conscientization (cf. Paolo Freire, bell hooks) are encouraged. Please consider a variety of formats beyond papers: workshops, activities, local partnerships, and virtual engagements.
- 2. Minoritization Processes in Engineering Education:** There is a critical need for additional work on minoritization processes in engineering education. LEES seeks papers with (but not limited to) the following domains: (1) experiences of people with disabilities, LGBTQ communities, or low-income and first generation students in engineering education and practice; (2) intersectional approaches to identity; (3) discriminatory disciplinary chauvinism such as the categorization of “rigor” or “soft skills” (note that LEES does not condone the usage of this term); (4) the implications of prevailing framings of ‘diversity’ and ‘inclusion’ for education research and practice.
- 3. Personal and Institutional Experiences with Integrating Liberal Arts and Engineering:** LEES leads efforts to critique and dissolve the artificial boundaries between “social” and “technical” to show that engineering is always a sociotechnical endeavor and that engineers are accountable for understanding how to bridge this “divide.” Please consider building collaborations across ASEE divisions that might support our scholarship and

capacity building. Several LEES members noted strong overlaps with, among others: Technological and Engineering Literacy/Philosophy of Engineering, Ethics, and Equity, Culture & Social Justice in Education Divisions.

4. **Global Responsibility of Engineers:** Engineering and engineers are implicated in global challenges such as climate change, the energy crisis, and military actions including those in Ukraine that may expand the reach and dominance of the military-industrial-academic complex. These crises have disproportionate impacts on vulnerable communities and populations historically neglected and marginalized by engineering “solutions.” What responsibilities do we have as LEES scholars to educate engineers on the role of engineering in these problems, and their responsibilities to address, ameliorate, and mitigate human impacts?

The first step is submission of abstracts for papers, workshops, panels, and special session requests by Oct 31st, 2022. Abstracts should be approximately 300-500 words long and will be peer reviewed. We encourage “nontraditional” papers and panels, and we will work to incorporate these into the peer review system with appropriately chosen reviewers, designate them as special sessions, or otherwise find a strategy of inclusion for the eventual conference. LEES sessions are designed to foster discussion among authors, often functioning like panel discussions of common themes and relevant issues. We have a wealth of incredible work developed by our own members across a spectrum of platforms, some of which can be accessed through [conference proceedings](#) and the [LEES website](#).

[Information for Authors](#) will be posted by ASEE regarding submission times and uploading instructions. All paper submissions are publish-to-present and will be peer reviewed by the LEES Division process after submission to ASEE’s paper management system. Abstracts and papers are double-blind reviewed. It is the author’s responsibility to ensure that the requirements for double-blind review are met. The abstract and subsequent drafts should NOT include authors’ names or institutional affiliations nor should author names be in the file name or in document properties. It is not necessary to include references in the abstract. Additional information will be shared to the listserv for current members and the [LEES website](#) as the year progresses.

To share ideas for panels/workshops or any questions about possible papers, panels, co-sponsoring with other divisions or other special session concepts, or to express interest in serving as a peer reviewer or session moderator, please contact the program chair:

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