

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

The Liberal Education/Engineering & Society (LEES) Division invites abstracts for papers and posters, and proposals for full sessions, panel discussions, workshops, and non-traditional session formats for the [ASEE Annual Conference](#), June 23 – 26, 2024 in Portland, Oregon. We especially welcome sessions that highlight local collaborators and engineering practice and engagement in and around Portland and/or reimagine the traditional conference paper-session. **If you would like to propose a non-paper or poster centered session of any kind, please email the LEES Program Chair, Marie Stettler Kleine, at mkleine@mines.edu as early as possible.** We would be excited to work with you on proposing, reviewing, and potentially planning these sessions.

LEES is interested in the role of the humanities, arts, social sciences, and communication in engineering education, and in 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. Engineering processes and products are value-laden; work in LEES calls attention to implicit and explicit values in engineering education.

LEES welcomes papers on any topic pertaining to the broader division goals. For the 2024 conference, we especially encourage papers pertaining to the following specific themes.

- 1. Liberatory Engineering Education / Centering Justice in Engineering Education:** We seek work that advances values of justice in engineering education: anti-racism, anti-sexism, anti-homophobia; social, economic, and environmental justice (Riley et. al, 2009; Riley & Claris, 2009; Holly 2020; Nieusma, 2013). Efforts centering justice and liberation are distinct from conservative/assimilationist structures that maintain the status quo (Slaton, 2015; Koh & Rossmann, 2021). Work in this area may be concerned with the implications of prevailing framings of 'diversity' and 'inclusion' for education research and practice. Explorations of practicing and theorizing for community organizing, activism, reflection, dialogue, and conscientization (cf. Paolo Freire, bell hooks) are encouraged, as is work that connects justice- and liberation-centered engineering education to its local contexts. We are interested in papers and in a variety of other formats, including workshops, activities, local partnerships, and virtual engagements.
- 2. Exploring the relationship between Engineering and Labor:** We invite papers that focus on the engineering profession and how engineers view themselves as laborers (Meiksins & Smith, 1993). Work focusing on how engineers engage in community and labor organizing is especially welcomed (Valle, Bowen, & Riley, 2021). Cases which

highlight how engineering education could better prepare graduates for the workplace and their potential for influencing systemic change would augment LEES programming and help connect its past content to future initiatives. Exploring relationships between engineers and other laborers, including technicians and manufacturers, supplements and complicates the idea of “workforce preparedness,” and builds our understanding of the geopolitical complexity of technical expertise in industries including energy, semiconductors, and shipping. Through this theme, we ask, how does and does not engineering education prepare engineers to participate in complicated labor relationships?

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. LEES work holds engineers accountable for understanding how to bridge the socio-technical “divide,” and minimizing discriminatory disciplinary chauvinism (Reddy, et. al, 2023; Bairaktarova & Pilotte, 2020; Smith & Smith, 2018; Carrigan & Bardini, 2021). We especially welcome sessions that recognize, analyze, and otherwise work with a “generative tension” among LEES participants, a group that serves as a venue for engineering educators grounded in science and technology studies and/or engineering studies and also makes space for liberal arts education program building which includes promoting the importance of communication and professional skills, etc (Nieusma, 2015). Please also consider building collaborations across ASEE divisions that might support our scholarship and capacity building. Several LEES members noted strong overlaps with, among others: Ethics, Equity, Culture & Social Justice in Education, and Technological and Engineering Literacy/Philosophy of Engineering Divisions.
4. **The Future of Engineering Education:** Building on the themes above, and the annual conference theme of “The Future of Engineering Education,” we encourage papers that reflect on critical histories of engineering education and its relationship to labor, geopolitics, and policy making with an eye towards the future (Mitcham, 2022; Sharma, 2016; Wisnioski, 2015). We welcome work that asks how LEES scholarship has, does, and could inform future visions and enactments of engineering education and practice (Tomblin & Mogul, 2020; Pawley, 2019)?

The first step is submission of abstracts for papers, workshops, panels, and special session requests by November 1, 2023. 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. Again, email Marie Stettler Kleine (mkleine@mines.edu) to initiate that process.** 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](#).

ASEE is adamant that they will not extend any deadlines this year because they are trying to adapt a standard, annual calendar. 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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