

Liberal Education/Engineering and Society Division of ASEE
Business Meeting Agenda
June 25, 2020
2-3 p.m.

- I. Welcome and Introductions
- II. Comments on and Questions Related to Consent Agenda*
 - Division Chair: Kay Neeley (University of Virginia)
 - Working group to update the LEES bylaws
 - Strategic Planning and Mentorship Thought Collective
 - Chair-Elect: Amy Slaton (Drexel)
 - Program Chair: Justin Hess (Purdue)
 - Program Chair-Elect: Juan Lucena (Colorado School of Mines)
 - Secretary-Treasurer: Judith Norbach (Georgia Tech)
 - Newsletter Editor-Webmaster: Sean Ferguson (University of Virginia)
 - Representative to CDEI: Donna Riley (Purdue)
- III. PIC Chair Report: P.K. Imbrie
- IV. Proposed Slate of Officers for 2020-2021[†]
 - Chair: Amy Slaton (Drexel)
 - Chair-Elect: Justin Hess (Purdue)
 - Program Chair: Juan Lucena (Colorado School of Mines)
 - Program Chair-Elect: Ayush Gupta (University of Maryland)
I am interested in supporting the LEES division in expanding the methodologies for inquiry into the ideologies that constrain engineering (and varieties of academic institutions, more broadly), and in supporting the LEES community in making cultural change in engineering education & institutions towards novel visions of justice-infused liberal education.
 - Secretary-Treasurer: Judith Norbach[‡]
 - Newsletter Editor-Webmaster: Sean Ferguson[§]
 - Immediate Past Chair: Kay Neeley
- V. Presentation of Awards (Amy Slaton)
- VI. Opportunities for Getting More Involved in LEES
- VII. New Business/On the Horizon

* Officer reports circulated in advance and at the end of this agenda; comments for emphasis during the meeting and opportunities for questions submitted through the chat function of Zoom.

[†] All appointed for one year unless noted otherwise; we usually approve by acclamation.

[‡] Elected last year for a two-year term; we will be seeking nominations next year.

[§] Willing to continue for 2020-2021 but also open to mentoring a successor in the meantime.

Consent Agenda for Business Meeting
June 25, 2020
2-3 p.m.

Division Chair's Report. Over the past year, I have worked with the Executive Committee to accomplish two goals: (1) broadening the scope of the division's planning and (2) developing and launching a plan for eradicating the vocabulary of "soft skills." In the process of pursuing these goals and developing the plans for this year's conference, we also realized that we should cast the net more widely in seeking out people for leadership positions or other more sustained forms of engagement with LEES.

1. **Broadening the scope of the division's planning** is the area in which we made the most progress. Putting on an excellent conference and awards program is no small feat in itself; advancing the objectives of the division, however, requires thinking and acting strategically to raise the profile of LEES scholarship and provide more networking and mentoring activities for our members, especially junior faculty who see LEES (and ASEE more broadly) as a relevant professional community.
 - In addition to corresponding by email, the Executive Committee met via Zoom on the following dates:
 - Friday, March 6
 - Monday, May 18
 - Wednesday, June 3
 - Monday, June 15
 - These meetings allowed us to support our program chair, Justin Hess, in adapting to the virtual conference format. Having already done an outstanding job organizing the program for a traditional conference, Justin managed the myriad of details and trials that came with moving online for the conference. **We really cannot thank him enough for his resilience, patience, and determination to make the most of the virtual format.**
 - Our discussions during our meetings drew our attention some needs and opportunities and resulted in two initiatives to support strategic planning:
 - Establish a **working group** to revise the LEES bylaws.
 - The bylaws are not entirely consistent or clear, and some of the provisions and practices in the bylaws have fallen out of use.
 - Revising the bylaws is not just a matter of changing the document; it involves rethinking the optimal way for us to operate as a group.
 - Kay Neeley will organize the effort. Peter Golding has volunteered to help. *We need additional volunteers!*
 - Organize a **subcommittee** that we are currently calling the "Strategic Planning and Mentorship Thought Collective." This subcommittee expands on an idea Atsushi Akira put forward several years ago. We envision its original incarnation as consisting of two coordinated but distinguishable groups, each with their distinctive possibilities for contribution and career development needs.

- *Olmsted Award winners and past division chairs.* We will begin with all people in this category who are still living and determine who is interested in participating at this juncture.
 - Members who are *early career faculty or new to LEES scholarship.* Once we see how many people from the first group are interested, we will establish the approximate size and means of establishing the early career/new to LEES group. As always, we want to be as inclusive as possible.
 - Because mentorship is an important goal of the subcommittee—and an important value in LEES—we aim to keep the representation of the two groups relatively balanced.
 - Because **intergenerational interaction** (we welcome proposals for better terminology!) is an important tradition in LEES, the subcommittee should function as a whole and in a non-hierarchical fashion.
 - We may want to consider making this group a standing committee of LEES. If we decide on this course of action, we would need to include it in the revised bylaws.
2. Although we did not make as much progress as we had hoped in **eradicating the vocabulary of “soft skills”** and the mental model associated with it, our discussions and experiences over the year established that this is still an important and much-needed project.
- Although the annual conference is the most high-profile in-person forum for advancing this cause, it certainly isn’t the only one.
 - We explored the possibility of making this topic the focus on next year’s interdivisional town hall meeting but found that this year’s topic was being deferred to the 2021 meeting. We have proposed the topic for the 2022 meeting and gotten a positive response.
 - *We need to investigate other strategies for next year.*

Incoming Chair’s Report: Amy Slaton

The LEES Awards Committee for 2020 included Atsushi Akera (RPI), Juan Lucena (Colorado School of Mines), and Donna Riley (Purdue Univ.), and was chaired by Amy Slaton (Drexel Univ.). Our work was two-fold. First, based on reviewer rankings and comments, we nominated LEES Division papers for each of two awards: The “Best Diversity Paper,” given by CDEI; and the “Best Paper” award, given by the PIC. The Committee was pleased to have a wide range of extremely strong papers from which to select nominees despite the difficult circumstances faced by many authors this year. Also, after soliciting nominations, we selected the recipient of the 2020 Sterling Olmsted Award. The Olmstead Award is the highest given by LEES, and commends distinguished contributions to the development and teaching of liberal arts in engineering education. It also recognizes recipients’ engagement with engineering’s social origins and impacts.

Program Chair’s Report: Justin Hess

Our Call for Papers featured 5 themes:

1. Minoritization Processes in Engineering Education
2. Communication Across Divisions Initiative
3. Integration of Engineering & Liberal Arts in International Engineering Contexts:

4. Personal and Institutional Experiences with Integrating Liberal Arts in Engineering:
5. International Perspectives and Initiatives Integrating United Nations Sustainable Development Goals into Engineering Classrooms

LEES 2020 Program by the Numbers:

Category	Numbers	Notes/Comments
Abstracts Submitted	96	
Papers/Posters Submitted	54	
Papers Accepted/Presented	46	Drop-off due to Virtual Conference Concerns
Diversity-Related Papers	24	
Technical Sessions	12	
Special Sessions	1	2 removed due to Virtual Concerns
Workshops	0	1 removed due to Virtual Concerns
Panel Sessions	0	4 removed due to Virtual Concerns
Distinguished Lectures	1	Submitted 2; one not accepted

We have 12 technical sessions with themes, largely aligned with our call for papers, that included:

- Identity, Culture, & Socialization
- Minoritization Processes & Critical Responses
- Novel Strategies for Studying Liberal Education
- Technical Courses & Liberal Education
- Creating a Supporting and Nurturing Academic Culture
- Promoting Communication Skills
- Relationships between Skills & Knowledge Domains
- Promoting Technical Communication Skills
- Ethical & Global Concerns
- Programmatic Integration of Liberal Education
- Sustainability and Social Responsibility
- Sociotechnical Integration

Program Chair-Elect's Report: Juan Lucena

Juan reports that his year as apprentice program chair has been “an incredible learning process” in which he has been “surrounded by an amazing team of mentors” whom he wishes to thank.

Secretary-Treasurer's Report: Judith Norback

Liberal Education Division		
BASS account 241		
	Balance at 9/30/19:	\$ 3,021.07
	REVENUE	

	ASEE's Membership Allocation Funds-Oct 2019	\$336.00
	Dues Revenue YTD FY20:	\$ 844.00
	Interest Revenue:	\$ 13.59
	Total Revenue YTD FY20	\$1,193.59
	EXPENSE	
	Justin Hess-2020 AC Reg Pmt	\$ 500.00
	ASEE Administrative Fee:	\$ 253.20
	Total Expense YTD FY20	\$ 753.20
	Balance at 6/21/2020:	\$ 3,461.46

Webmaster and Newsletter Editor: Sean Ferguson

This position holds administrative rights over the ASEE hosted website for the LEES subdivision--<https://sites.asee.org/lees/>--as well as editorial leadership for the newsletter. The current job description requires low to moderate investment in time, and could continue as such depending on our division's goals. However, over the last two years I have been working with our leadership team to clean up the website while adding content and some functionality.

As you might have also noticed, the newsletter in late 2019 and early 2020 included job and grant information, conference opportunities, and other items not seen in prior newsletters. Much like the website, our intention was to start building fertile ground for dialogue and proactive engagement with our members. This is an ongoing question that we hope to expand upon in the business meeting for LEES.

In my remaining time I will be working with ASEE to determine what are our restrictions on radically modifying the website, if we choose to proceed with a more dynamic online strategy. An expanded role for a new webmaster would align with our current leaderships goals of building stronger connections between LEES members and finding common ground in our collective scholarly endeavors.

Given a turn to frequent online interaction and a desire to continue pushing for more international perspectives in the division, we could benefit from some innovations in how we share ideas and build collaborative opportunities. A variety of routes might be taken as determined by LEES members and leadership (c.f. <https://culanth.org/fieldsights> as an example of a well-developed nexus for cultural anthropologists). To that end, a revised webmaster and newsletter editor role would need some interest or prior skill in developing social media integrations, web content, networking with authors and publication editors, and operate with more consistent responsibility throughout the year. As outgoing webmaster and newsletter editor, I would help support the transition and the person taking over this role.

I mention these events because I think **it would be great to have you involved**. The LEES executive committee couldn't figure out a good way for the Canadian and U.S. groups to interact for this year's virtual conference, but the Colorado School of Mines is willing to provide food and drink for a social event next year (2021). We will discuss the possibilities briefly at the business meeting and **would like to know what you thinking about organizing something for next year**.

Committee on Diversity, Equity, and Inclusion

We are seeking a new representative to this committee. The representative's primary responsibility is attending the meetings (roughly monthly phone call and a usually in-person meeting the Saturday afternoon before ASEE each year) and reporting back to the LEES business meeting each year with information from CDEI. Ideally, delegates get involved and really ***do something,*** although there is lots of variation in how much delegates contribute.

In-Coming Division Chair (Amy Slaton) Thematic ideas for 2021

I'm excited to think about ways that LEES might leverage its demonstrated commitments to critical reflection and social justice concerns to emphasize the structural conditions in which Engineering Education, and Engineering labor, are now playing out in the U.S. and transnationally. I'd be very interested in developing themes, sessions or other projects that support our study of topics such as:

- Liberal Education in a Time of Academic "Austerity"
- Engineering Education and the Carceral State
- Borders, Walls, Visas: Transnational Aspects of Engineering Learning and Practice
- Disability as Experience in Engineering Education
- Dispossession, Extraction and Violence (versus "Diversity, Inclusion and Equity")

I hope that these might suggest some ways to frame and reframe the concerns already circulating in much of our research, while also suggesting incisive questions not yet as present in some Engineering Education scholarship as we might hope. I look forward to hearing from all, and to bringing friends and colleagues from beyond LEES and ASEE to guide us in developing these and other new avenues for research.

Considering a LEES (Self-)Nomination for CDEI "Constituent Equity and Inclusion Award"

CDEI has established an annual award program to recognize groups' efforts to address equity and inclusion within ASEE or in the broader engineering community. Information on the award can be found here:

<https://diversity.asee.org/deicommittee/asee-constituent-equity-and-inclusion-award/>

The award can go to ASEE divisions, councils, committees or other groups (though not to individuals). LEES longstanding commitment to equity and inclusion, including the critical study of approaches to these issues in Engineering Education, suggest that the Division may be a good candidate for this award. We may want to consider forming a working group to look at this possibility: Because the nomination requires metrics by which the group has assessed its equity and inclusion contributions, along with other materials, it is likely best assembled by a group. Moreover, we may want to wait a year or even two to submit, putting programming in place that enacts more deeply our commitments to equity and inclusion, including as those may involve disabled people, LGBTQ communities, and other relatively understudied experiences in Engineering Education.