

April 30, 2021

The Honorable Eddie Bernice Johnson
Chairwoman
House Science, Space, and Technology Committee

The Honorable Frank Lucas
Ranking Member
House Science, Space, and Technology Committee

Dear Chairwoman Johnson and Ranking Member Lucas,

The American Society for Engineering Education (ASEE) is dedicated to advancing engineering education and research, and the only society representing the country's schools and colleges of engineering. Membership includes over 12,000 individuals hailing from all disciplines of engineering and engineering technology and comprising of engineering educators, researchers, and students as well as industry and government representatives.

We deeply appreciate the committee's work on the recently introduced *NSF for the Future Act*. This is a thoughtful bill that addresses many issues of importance to the National Science Foundation and our broader engineering and STEM ecosystem. We are thankful that a number of our suggestions on the discussion draft have been incorporated, such as recommendations on the education research and technology scaling language and the new directorate for Science and Engineering Solutions as well as parity in funding for Education and Human Resources and traineeships. We applaud the inclusion of many critical elements in the bill around STEM education, such as the language on education research scaling, STEM workforce program for four-year institutions, and graduate education. We also appreciate the thoughtful approach to the new directorate and its focus on solutions broadly defined, including those related to STEM education and workforce challenges.

Our top priority in the discussion draft was the program to focus on diversity of STEM faculty. We understand the Committee is still working to advance this provision through the *STEM Opportunities Act* and hope that it will continue to be a priority for the Committee even if not part of *NSF for the Future*. This program is a critical missing piece of NSF's broadening participation portfolio.

In regards to the STEM workforce language in Section 5b1, we recommend adding the following provision to ensure that the program is focused not just on knowledge generation, but also on adoption of the considerable existing known best practices in undergraduate education. Faculty professional development is a critical tool to enable this adoption.

"D) increase dissemination and widespread adoption of effective undergraduate education and workforce development best practices."

Thank you again for the opportunity to comment. ASEE would be delighted to endorse this bill.



Norman Fortenberry
Executive Director, American Society for Engineering Education