



From the Founding Editor

This Special Issue is in response to a request this past March from ASEE's leadership for *Advances* (as well as *JEE*) to utilize our publications to address the issues faced by the engineering education community by the need to continue teaching, but in different modes, during the COVID-19 pandemic. Each *Journal* has addressed this request in the most appropriate manner. For *Advances*, we have chosen to provide engineering faculty and administrators with examples of how our community has adapted to this challenge. With ASEE's help, we put out a call for short, 1000-word papers, basically extended abstracts, that would have to be in a specified format: introduction, methods, preliminary results, and next steps. We expected perhaps 25 submissions. What we received were over a 100 papers, with a third coming from faculty literally around the world.

This very large number of submissions created a logistical problem. We would need to have each one peer-reviewed in a relatively short period of time. This peer-review process would include a large number of revisions, and in some cases, re-revisions. Much of the credit for overseeing the review process goes to three Associate Editors – John Chen, Renee Clark and Gary Lichtenstein. They managed the large portion of papers, ensuring consistency throughout the process. The papers in this edition have been greatly improved because of their attention to the task at hand. Their overview paper presents more detail about the issue and how the papers have been organized. We are much appreciative of their dedication to this effort.

In addition to the overview paper and the 32 selected papers, this issue contains two special features authored by five of engineering education's leaders. Karl Smith and Ruth Streveler have provided an opinion piece that presents their recommendation for developing coursework and teaching during the pandemic. Complementing their piece is a paper by Michal Prince, Rebecca Brent and Richard Felder that provides a comprehensive list of suggestions for teaching during the pandemic. Both papers are accompanied by the authors' overview videos.

We encourage you to carefully review this issue for ideas for teaching during the pandemic. For more information, feel free to follow up directly with the authors. As always we would be delighted to receive your comments on the issue in general or specific papers in particular.