



From the Looking Ahead Editor

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Advances in Engineering Education has recently expanded to the publication of work-in-progress articles within the field of engineering education. These *AEE Looking Ahead* articles showcase preliminary implementations or research that has the strong potential for implementation and subsequent improvement of learning. In this second edition of *Looking Ahead*, we are publishing an article I recruited while at the 2019 Frontiers in Education conference. It caught my interest because of its connection to faculty coaching and professional development related to instructional change efforts. This thought-provoking article resides at the intersection of curriculum change, broadening and diversifying the engineering student body and the options that are available, faculty perceptions of rigor, and systems modeling, with a hint at the interesting topic of the perceived rigor of educational scholarship activity. Specifically, this article describes how a large-scale curriculum redevelopment effort in an engineering department, with a goal of broadening student choices as well as student “types,” drew faculty concerns about lessened rigor, which subsequently resulted in resistance to the changes. A systems thinking and modeling approach was applied as a productive means of moving forward through the change process by elucidating the issues that were competing and hindering project progress.

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