



From the Editor

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I am pleased to present the October issue of Advances in Engineering Education (AEE). In this issue we have four papers. First, in an opinion piece, Rice and Mays provide one possible answer to the question, “What can I do to advance DEI in my courses?” Second, in a “Looking Ahead” piece, Cossu and Fleming describe a pilot study in which staff researchers work with Students-as-Partners as co-researchers to explore the rapid shift to emergency remote teaching in 2020. Third, Stabryla, Clark and Gilbertson evaluate the impacts of a design thinking process on student performance, including product creativity as a group measure and students’ individual perspectives of creativity within the context of sustainable engineering. Finally, Strehl, Loweth, and Daly investigate changes in engineering students’ design stakeholder interview approaches after engaging with a novel pedagogical intervention known as the Hybrid Learning Block model.

As many readers know, AEE is published by ASEE. This is just one of the many valuable resources ASEE provides to the engineering education community. Per recent emails to ASEE membership, financial concerns are deeply impacting ASEE right now. Three task forces have been established to study the past (fully understanding the path that led to our current circumstances); present (positioning the society for short-term success); and future (positioning the society for long-term success). Membership fees, conference sponsorships, and donations are all making a difference. One additional way AEE authors can help is to promptly pay page charge bills received as we work to close all gaps.