



## From the Editor

I am pleased to share the latest issue of Advances in Engineering Education (AEE). This issue includes three peer-reviewed manuscripts that offer scholarly views on access and inclusion in higher education. I thank the authors for these important contributions to current conversations particularly as DEI work faces increasing threats. I hope readers will reflect deeply on the arguments these authors make.

First, Stephen Secules shares a view from inside the anti-DEI climate that has arisen in conservative state politics and universities. From this standpoint, he offers advice to our community about how to practice solidarity and bravery in continuing to do the work of broadening participation in these challenging times.

Bruk Berhane, Kelly Slay and Paige Smith write about how the Supreme Court's decision to forbid the use of race-conscious admissions has implications for access to higher education that extend well beyond college admissions. They argue that in light of the SFFA decision, faculty, staff, and administrators in engineering should reexamine the entirety of the college experience to consider innovative ways to expand, rather than restrict access to engineering education. This necessitates a reimagining of everything from the admissions process itself to who and how we recruit.

Mick Peterson writes about why eponyms matter. The Nobel Prize winning physicist Richard Feynman distinguished between knowing the name of something and knowing something. An example of this is when an equation or experiment is named after individuals instead of the underlying physical meaning. Knowing the name of the person who got credit for the work does not demonstrate knowledge and can perpetuate inequities in access and recognition. Replacing these names, or eponyms, with physical descriptions can not only increase inclusion but also enhance understanding.